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| AUTHOR | Vinal, Jim; And Others |
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ABSTRACT

This curriculum guide contains three basic sections: (1) a set of objectives for delivery skills, communicating ideas, and creative dramatics; (2) an activity card file for each of the three skill areas; (3) and an evaluation section including sample critiques and techniques for evaluation. Included in the objectives and activities sections are several lists of factors to consider in each of the oral skills areas. The guide concludes with an annotated bibliography for oral language education and appendixes on interpretation and common signs and symbols. (Author/AMH)

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# Oral Language Development

## (GRADES 4-9)

| | |
|---|---|
| *Cincinnatus* | **Jim Vinal** |
| *Cortland* | **Esther Bacon** |
| *Homer* | **Jane Carr** |
| | **Deborah Fordham, Consultant/Leader** |
| | **Mary Seifried** |
| *Marathon* | **Jane Richards** |

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# INTRODUCTION

This curriculum guide contains three basic sections: a factor list of skills for each grade level 4-9 in each of three facets of oral language (delivery skills, communicating ideas and creative dramatics), an activity card file for each of the three skill areas and an evaluation section including sample critiques and techniques for evaluation. In addition to these sections, we have included an annotated bibliography for oral language education.

In order to achieve optimum results, teachers should study the skills list for the particular grade level and then determine in which areas their students need further development Teachers can then choose suitable activities from the card file for their students.

# THE CASE FOR ORAL LANGUAGE INSTRUCTION

Oral language is often the neglected component of the language arts curriculum. As teachers, we often take for granted student competency in oral communication. However, students who are intelligent enough to "talk" are not always effective oral communicators. Even though individuals develop oral skills long before reading and writing skills, this early development soon begins to lag behind the development of the other two.

What is the present situation in the classroom? Depending on your viewpoint, it ranges from "dismal" to "perfectly acceptable." In spite of this contrast, there are certain generalizations which can be made. Firstly, there is a lack of formal classroom instruction in oral language skills. Teachers themselves have often had little or no training in oral language development. As a result, teachers do not always feel confident teaching oral literacy. Secondly, the range of "oral" activities in the classroom is usually very limited. Teachers may realize the necessity of including "oral" activities but are often unsure about which activities are needed or suitable. Because of this, the "oral report," read word for word from a manuscript, becomes the oral language curriculum.

How does this situation hurt students? Students who develop effective oral skills at an early age are consistently rewarded and are, therefore, encouraged to continually improve those skills. Students who do not develop these skills are either ignored or are the victims of negative reinforcement. They are hesitant about participating in any oral activity because the risk of failure is simply too great. The older the child becomes, the greater risk of failure. Otherwise literate and intelligent adults frequently find themselves at a serious disadvantage when speaking to their peers. Common social, cummunity and business situations (parties, bowling banquets, PTA meetings, job interviews, business conferences, etc.) are unnecessarily threatening to the vast majority of adults.

The first step in changing this situation is the designing of an oral language curriculum which would integrate not only with the English program, but with the child's total educational environment. The skills development objective list must be accompanied by a wide range of activities from which classroom teachers may choose. In addition to the objectives and activities, the curriculum should include techniques for evaluation so that student improvement may be accurately measured.

How can a classroom teacher begin the instruction of oral literacy? The first step is becoming familiar with the different types of oral language skills. Next, the teacher needs to assess the various strengths and weaknesses of the students (see Appendix C). Third, the teacher should begin with activities which are non-threatening for both the teacher and the students. As the students progress so should the difficulty level of the activities. Lastly, the teacher should use a variety of evaluation techniques to help the students see their progress.

In the classroom, practice in oral literacy can help students develop self-confidence, trust in and respect for others. It is through the oral language component of instruction that a positive supportive learning environment is created. Oral language can also be the area in which otherwise deficient or reluctant students can succeed or even excel. Students who are already proficient in reading and writing should have the opportunity to develop commensurate skills in oral language. Perhaps most improtantly, oral communication, which includes many types of listening, sharing and discussing, can serve as a means for the student to make the interdisciplinary relationships which are so vital to learning.

Success breeds success. Students who experience positive results in oral language activities are more likely to become more involved, not only in other oral activities, but in reading and writing activities as well. Students who are being challenged and who are successfully meeting those challenges are seldom serious behavior problems. A teacher who successfully integrates oral language development with the classroom program will observe positive changes in the classroom atmosphere and in students' attitudes towards learning.

## TEACHER CHECKLIST

ARE YOU AN EFFECTIVE USER OF ORAL LANGUAGE? YES!!

Do you consciously attempt to vary your rate, volume, pitch and phrasing when speaking to classes? ___ YES ___ NO

Do you consciously attempt to involve your students in class discussions? ___ YES ___ NO

Are you conscious of distracting verbal fillers such as "you know," "alright," etc. and try to avoid them? ___ YES ___ NO

Do you find yourself using different vocal techniques and speaking styles in different classes? ___ YES ___ NO

Do you use variety in volume, pitch and eye contact to maintain classroom control? ___ YES ___ NO

Do you consciously match your vocabulary to the grade level of your students? ___ YES ___ NO

Do you ever play the role of the devil's advocate to elicit a response from your students? ___ YES ___ NO

Do you try to set an example for your students by using correct pronunciation, complete sentences and clear explanations when you speak? ___ YES ___ NO

Do you find yourself using appropriate gestures and facial expressions to emphasize your ideas when speaking? ___ YES ___ NO

Do you attempt to express your ideas in clear, concise language? ___ YES ___ NO

Do you try to vary your oral questioning techniques? ___ YES ___ NO

Is your speaking style a reflection of your personality? ___ YES ___ NO

# STUDENT DIAGNOSTIC CHECKLIST FOR EFFECTIVE USE OF ORAL LANGUAGE

NAME: ______________________________________________

| | | RARELY | SOMETIMES | FREQUENTLY |
|---|---|---|---|---|
| 1. | Have you ever been told that you speak: | | | |
| | too quickly? | ___ | ___ | ___ |
| | too loudly? | ___ | ___ | ___ |
| | too softly? | ___ | ___ | ___ |
| 2. | How often do you participate in classroom discussions which last more than ten minutes? | ___ | ___ | ___ |
| 3. | How often do you volunteer to: | | | |
| | answer questions orally? | ___ | ___ | ___ |
| | read aloud to the class? | ___ | ___ | ___ |
| 4. | Are you ever asked to repeat yourself because you were not understood the first time? | ___ | ___ | ___ |
| 5. | Do you find yourself using distracting verbal fillers such as "you know,""okay,""well, uhm," etc.? | ___ | ___ | ___ |
| 6. | Do you try to include new vocabulary words when you speak? | ___ | ___ | ___ |
| 7. | Do you try to give examples and specific details to support your statements? | ___ | ___ | ___ |
| 8. | Do you use figurative language (simile/metaphor) in your speech? (for example: "You're a turkey!" | ___ | ___ | ___ |
| 9. | Do you use appropriate physical expression (gestures and facial expressions) to emphasize your ideas? | ___ | ___ | ___ |
| 10. | Are you sensitive to the feelings, ideas and opinions of others? | ___ | ___ | ___ |
| 11. | Do you participate in class discussions in which there are no clearly defined right or wrong answers? | ___ | ___ | ___ |
| 12. | Do you participate in debate activities which call for organized, convincing arguments? | ___ | ___ | ___ |
| 13. | Do you answer oral questions with complete sentences? | ___ | ___ | ___ |
| 14. | Can you tell the difference between situations which call for "formal" language and those which call for "informal" language? | ___ | ___ | ___ |
| 15. | Do you feel comfortable when speaking to a group of your peers in a formal situation? | ___ | ___ | ___ |

# OBJECTIVES

## DELIVERY SKILLS/GRADES 4-9/OBJECTIVES

### FACTOR LIST FOR DELIVERY SKILLS

- Vocabulary
- Pitch
- Speed
- Volume
- Articulation/Pronunciation
- Physical Expression
- Audience Control
- Speaking Style
- Vocal Quality

## DELIVERY SKILLS/GRADE 4/OBJECTIVES

The student:

| | |
|---|---|
| Vocab: | Uses an expanding vocabulary gained through experiences |
| Pitch: | Uses changes in pitch to differientiate between questions and statements |
| Speed: | Speaks more slowly when addressing the class |
| Volume: | Speaks more loudly when addressing the class |
| Art/Pron.: | Clearly enunciates final consonats, plurals, and verb endings. |
| | Identifies and pronounces correctly:<br>hard and soft sounds (i.e. "c", "k", "g")<br>various vowel and consonant combinations ("ea," "st," "nd," "ph")<br>compound words, contractions, and posessives<br>words in speaking vocabulary |
| | Recognizes existence of dialects |
| Phys. Exp.: | Recognizes that gestures and facial expressions can underscore oral communication. |
| Aud. Control: | Looks at his peers when he addresses them |
| Spkg. Style: | Speaks in complete, correct, sentences. |
| | Shows some knowledge of differences between formal style (class report) and informal style (relating a personal experience). |
| | Speaks from a plan of organization |
| Vocal Qty.: | Develops a pleasant conversational tone. |

## DELIVERY SKILLS/GRADE 5/ OBJECTIVES

The Student:

| | |
|---|---|
| Vocab: | Continues to expand his vocabulary through experience |
| Pitch: | Understands and uses changes in pitch within sentences to emphasize certain words |
| Speed: | Follows punctuation marks when reading orally. |
| Volume: | Changes volume according to the situation. |
| Art/Pron.: | Correctly articulates vowel and consonant sounds |
| | Correctly pronounces words in speaking vocabulary |
| | Begins to experiment with the use of other dialects |
| Phys. Exp.: | Begins to use gestures and facial expressions when speaking |
| Aud. Control: | Begins to watch for audience reaction to his speaking |
| Spkg. Style: | Uses more specific details when describing an event |
| | Becomes more aware of the differences between a formal and an informal style (for example, avoids using slang and non-standard English in a formal setting) |
| Vocal Qty.: | Recognizes that breathing techniques and muscle tension influence vocal quality. |

## DELIVERY SKILLS/GRADE 6/OBJECTIVES

The Student:

| | |
|---|---|
| Vocab: | Uses reference tools such as the dictionary and thesaurus to increase word variety |
| | Uses more polysyllabic words |
| Pitch: | Consciously uses changes in pitch to add variety to his speaking |
| Speed: | Demonstrates knowledge of differences in language rhythm between prose and poetry |
| Volume: | Consciously uses changes in volume to add variety to his speaking |
| Art/Pron.: | Is familiar with rules of pronunciation and syllabication and demonstrates that knowledge when reading aloud. |
| Phys. Exp.: | Is learning to use techniques of self control to appear "poised" in front of an audience. |
| Aud. Control: | Becomes increasingly aware of necessity for the speaker to direct oral communication to the audience. Becomes increasingly aware of the interaction between audience and speaker. |
| Spkg. Style: | Experiments with various organizational patterns. (i.e. time order, space order, cause and effect) |
| Vocal Qty.: | Begins to experiment with variations in vocal quality. |

## DELIVERY SKILLS/GRADE 7/OBJECTIVES

The student:

| | |
|---|---|
| Vocab: | Becomes more familiar with reference tools to increase speaking vocabulary<br>Begins to develop more specialized vocabularies (i.e., literary terms, within content areas, terms for hobbies, etc.) |
| Pitch: | Continues to manipulate pitch depending on task |
| Speed: | Is more adept in use of oral language rhythm in both speaking and reading. |
| Volume: | Continues to manipulate volume depending on task |
| Art/Pron.: | Shows a knowledge of variant spellings and pronunciation (ought - cough - though) |
| Phys. Exp.: | Demonstrates knowledge of techniques of self control and poise in front of an audience |
| Aud. Control: | Begins to notice non-verbal clues given by the audience |
| Spkg. Style: | Chooses topics and organizational patterns most suited to the individual, the task, the audience |
| Vocal Qty.: | Continues to experiment with and expand use of vocal qualities (i.e., sarcasm, anger, gentleness) |

# DELIVERY SKILLS/GRADE 8/OBJECTIVES

The student:

| | |
|---|---|
| Vocab: | Begins to recognize how affixes and roots may be manipulated to form words |
| Pitch: | Is more flexible in changing pitch from one to one conversations to speaking to groups |
| Speed: | Continues to experiment with phrasing in order to provide emphasis |
| Volume: | Is more flexible in changing volume from one to one conversations to speaking to groups |
| Art/Pron.: | Uses knowledge of pronunciation and phonetics to correctly pronounce new words |
| Phys. Exp.: | Can manipulate eye contact and facial expressions to communicate meaning |
| Aud. Control: | Experiments with changing oral techniques depending on audience reaction |
| Spkg. Style: | Answers questions and makes explanations in more complex sentences using a variety of sentence structure |
| Vocal Qty.: | Continues to expand use of various vocal qualities |

DELIVERY SKILLS/GRADE 9/OBJECTIVES

The student:

| | |
|---|---|
| Vocab.: | Uses a wide range of polysyllabic words. Is able to adjust vocabulary use depending on task (i.e., forman vs. informal, content area) |
| Pitch: | |
| Speed: | Can easily manipulate these three factors depending on task and audience |
| Volume: | |
| Art/Pron.: | Can usually correctly pronounce new words when reading aloud and avoids careless mistakes in articulation and pronunciation. |
| Phys. Exp.: | Is able to manipulate espects of physical expression (eye contact, body tension, facial expression and gesture) to communicate meaning |
| Aud. Dontrol: | Can pick up clues from the audience and change behavior depending on audience reaction |
| Spkg. Style: | Is able to clearly differentiate between a formal and informal style and can adjust easily to task and audience |
| | Recognizes the relationship between an individual's personality and his speaking style. |
| Vocal Qty.: | Uses a variety of vocal qualities depending on audience and task. |

## FACTOR LIST FOR COMMUNICATING IDEAS

Oral Summary

Use of Detail

Analysis of Literature

Logical Thought Patterns

Creative Use of Language

Analysis of ARugment

Oral Reporting

Listening

## COMMUNICATING IDEAS//Grade 4/OBJECTIVES

The Student:

Oral Sumry.: Can summarize the main idea of a brief story in one or two sentences.

Use of Detail: Cites specific details from a short selection.

Anal. of Lit.: Can orally identify main character, setting and simple structure (i.e. beginning, middle and end)

Log. Thght.: Can cite cause and effect relationships

Can use simple time order technique

Can make simple inferences (i.e. predict outcome of story)

On an appropriate level, can orally distinguish between reality and fiction and between fact and opinion.

Creat. Lang.: Begins to identify uses of figurative language (simile/metaphor) in literature and oral speech (i.e. "you're a turkey!")

Anal. of Arg.: Begins to recognize the existence of viewpoints other than his own.

Begins to influence and be influenced by the opinions of others.

Oral Rptg.: Reports accurately regarding a trip, an interview, an experiment, or a favorite TV program.

Can accurately give simple directions and explanations orally.

Listening: Can correctly answer several factual questions after a short selection has been read aloud.

Understands and follows rules of courtesy when functioning as a member of an audience.

## COMMUNICATING IDEAS//Grade 5/OBJECTIVES

The Student:

| | |
|---|---|
| Oral Sumry.: | Can give two or three point summary of short selections, half hour TV shows, filmstrips, etc. |
| Use of Detail: | Distinguishes between main idea and specific details |
| Anal. of Lit.: | Can orally identify point of view, structure and characters in more complex materials |
| Log. Thght.: | Identifies more frequently techniques of logical organization (time order, space order, cause and effect and comparison/contrast) |
| | Can make inferences appropriate to this level. |
| | Distinguishes fact from fiction and substantiates this. |
| Creat. Lang.: | Shows increasing understanding and use of figurative language. |
| Anal. of Arg.: | Is willing to consider the viewpoints of others |
| | Continues to influence and be influenced by the opinions of others |
| Oral Rptg.: | Reports accurately and in greater detail about personal experiences |
| Listening: | Can correctly answer factual questions after an appropriate selection has been read aloud |
| | Follows rules of courtesy when functioning as a member of an audience |
| | Begins to ask questions himself after listening to an oral presentation. |

## COMMUNICATING IDEAS/GRADE 6/OBJECTIVES

THE Student:

| | |
|---|---|
| Oral Smry.: | Can orally summarize more complex material, arranging ideas in outline form (i.e. main topics, sub-topics) |
| Use of Detail: | Uses more supporting detail when summarizing and reporting |
| Anal. of Lit.: | Can orally distinguish between literal events in a story and the symbolic meaning of those events. |
| Log. Thght.: | Draws inferences from a wide variety of clues. |
| | Identifies and uses time order, space order, cause and effect reasoning and comparison/contrast. |
| Creat. Lang.: | Uses figurative language more frequently |
| | Gives more complex and exact explanations |
| Anal. of Arg.: | Begins to weigh more than one point in classroom discussion |
| | Provides simple support for arguments |
| Oral Rptg.: | Reports accurately on a variety of topics using notes |
| | Speaks extemporaneously concerning experiences and opinions. |
| Listening: | Can correctly answer more complex factual questions after an appropriate oral reading |
| | Follows rules of courtesy when functioning as a member of an audience |
| | Forms more complex questions after listening to an oral presentation |

COMMUNICATING IDEAS/GRADE 7/OBJECTIVES

The Student:

| | |
|---|---|
| Oral Sumry.: | Can orally summarize more complex stories and processes |
| | Can state simple generalization based on facts and details |
| Use of Detail: | Identifies and discusses relationship of details to main ideas |
| Anal. of Lit.: | Can orally discuss aspects of theme, structure and characterization |
| | Identifies and discusses relationships between ideas in literature and his personal experiences |
| Log. Thght.: | Orally classifies and indexes for chalkboard recording things encountered in reading and classroom discussion |
| | Begins to reason inductively |
| Creat. Lang.: | Understands and discusses differences between simple connotations and denotations |
| | Understands and discusses shifts of meaning dependant on tone and context. |
| Anal. of Arg.: | Identifies and discusses differing points of view. |
| Oral Rptg.: | Reports accurately about experiences or outside readings which relate to class discussions |
| Listening: | Answers correctly complex factual questions and simple interpretive questions after an oral presentation |
| | Recognizes the importance of good delivery and begins to function as a "critical" audience member |

COMMUNICATING IDEAS/GRADE 8/OBJECTIVES

The student:

Oral Smry.: Can orally outline for chalkboard recording material from readings, class discussion, reports, debates, etc.

Interprets maps, graphs, etc. for class

Use of Detail: Consistently uses supporting detail, concrete examples, and/or explanations in oral communication

Anal. of Lit.: Begins to recognize aspect of literay style

Begins to manipulate higher level concepts and abstractions when discussing literature (i.e. courage, evil, death, love)

Log. Thght.: Continues to draw and discuss inferences based on facts or experiences

Begins to consciously analyze and classify

Creat. Lang.: Recognizes and discusses more complex connotations and denotations

Anal. of Arg.: Identifies and discusses the strengths and weaknesses of individual arguments

Oral Rptg.: Makes class presentations based on experiments or simple research using notes or extemporaneously

Listening: Answers correctly both factual and interpretive questions based on oral presentations and can offer support for answers

Identifies correct speaking techniques in himself and in his peers

Listens for technique as well as for content during oral presentations

## COMMUNICATING IDEAS/GRADE 9/OBJECTIVES

The Student:

Oral Smry.: Can orally outline for chalkboard recording material from readings, class discussions, reports, debates, etc. Interprets more complex maps, charts, graphs, etc. for class.

Use of Detail: Recognizes and uses a wide variety of supporting detail.

Anal. of Lit.: Orally discusses aspects of style, characterization (main and supporting structure, theme)

Uses standard critical terms in discussion

Recognizes and discusses indreasilgly complex relationships among various aspects of literature

States judgments about literature giving support from the literature

Log. Thght.: States inferences drawn from readings and experiences and will support those judgments with evidence

Creat. Lang.: Uses figurative language and idiomatic language to emphasize ideas

Anal. of Arg.: Identifies and evaluates arguments using logical criteria (i.e., relevance, quantity and quality of evidence, credibility, etc.)

Oral Rptg.: Relates to class material researched in various sources of information (encyclopedia, atlas, almanac, etc.) related to class interest or content area topic

Can describe complex processes orally to class (i.e., how to use card catalogue in the library)

Listening: Answers correctly both factual and interpretive questions

Identifies both correct and faulty oral techniques in his own speaking as well as in that of others.

## FACTOR LIST FOR CREATIVE DRAMATICS

Perception of Task (Focus)

Perception of Audience

Characterization

Expressive Use of Language

Spontaneity and Timing

Body Control and Movement

## CREATIVE DRAMATICS//Grades 4-9//OBJECTIVES

### Creative Dramatics Level 4

The student:

| | |
|---|---|
| Per. of Task: | Begins to carry out a devinite role in simple dramatizations of stories read in class (i.e. the role of the narrator vs. the role of the villain, etc.) |
| Per. of Aud.: | Speaks loudly and slowly enough for audience comprehension |
| Char'zation: | Can interpret a familiar character (Little Red Riding Hood) in simple dramatizations using dialogue from a story book. |
| Exp. Lang.: | Reads aloud with expression from a favorite story book. |
| Spont'y/Time.: | Understands and participates in choral speaking activities (nursery rhymes.<br>Will participate in simple improvisations based on stories read in class (Where the Wild Things Are, Charolette's Web, Winnie the Pooh stories) |
| Body Move.: | Experiments with use of morement to communicate simple ideas (i.e. open hand vs. clenched fist, smile vs. frown, etc.) |

## Dreative Dramatics Level 5

The student:

| | |
|---|---|
| Per. of Task: | Can dramatize simple narratives<br>Can communicate basic emotions (anger, sadness, hapiness, etc.) |
| Per. of Aud.: | Begins to watch for audience reaction to performance<br>Continues to work on delivery skills (i.e. volume and speed) |
| Char'zation: | Can explain actions and dialogue of a character<br>Begins to identify with the character being portrayed |
| Exp. Lang.: | Maintains appropriate pitch, volume, and phrasing when dramatizing a simple story or when reading aloud. |
| Spont'y/Time: | Participates in more complex choral speaking activities (simple poetry).<br>Participates in group improvisations, creating appropriate dialogue for a known character |
| Body Move.: | Becomes more aware of complex body language (i.e. muscle tension, posture, etc.)<br>Begins to consciously manipulate large body movements for dramatic effect.<br>Can create movement for characters (i.e. puppet show). |

## Creative Dramatics Level 6

The student:

| | |
|---|---|
| Per. of Task: | Becomes more aware of the relationship between conflict and drama.<br>Becomes aware that drama involves more than simply telling a story. |
| Per. of Aud.: | Recognizes the dual role of the performer: creation of mood and communication of ideas.<br>Begins to function as a "critical" audience member. |
| Char'zation: | Can add personal touches to a portrayal of a known character (i.e. a modern Red Riding Hood speaking in contemporary English and using Karate on the wolf) |
| Exp. Lang.: | Recognizes the dramatic effect of phrasing, volume and pitch in oral readings, dramatizations and improvisations. |
| Spont'y/Time: | Directs and participates in choral speaking activities<br>Participates in group improvisations, creating both dialogue and movement.<br>Attempts to maintain freshness when performing, in spite of familiarity with task.<br>Becomes more aware of other participants in dramatic activities. |
| Body Move.: | Uses more complex movements to underscore dramatic effect (with or without dialogue)<br>Can explain motivations for movement, body tension, facial expressions, etc. |

## Creative Dramatics Level 7

The student:

| | |
|---|---|
| Per. of Task: | Within a group, creates short dramatizations of historical events or more complex stories for class presentation |
| | Creates narrative dramatizations of social situations or personal experiences |
| Per. of Aud.: | Looks for audience reaction to performance (both praise and constructive criticixm) |
| | Continues to develop critical skills |
| Char'zation: | Adds his personal interpretation to portrayal of a character |
| | Experiments with portraying characters who are different than he. |
| Exp. Lang.: | Reads or recites poetry aloud with suitable rhythm, meaningful pauses and vocal variety |
| Spont'y/Time: | Directs and participates in choral speaking activities |
| | Begins to adjust his performance to those of other members in a group when necessary |
| | Can participate in narrative improvisations which contain clear beginnings, middles and endings. |
| Body Move.: | Demonstrates knowledge of simple pantomine |
| | Begins to refine use of dramatic movement depending on task, audience and character |

CREATIVE DRAMATICS//Grades 4-9//OBJECTIVES

## Creative Dramatics Level 8

The student:

**Per. of Task:** Within a group, helps to creative more complex dramatizations based on ideas rather than plot (i.e. common experiences involved in growitn up)

**Per. of Aud.:** Begins to use audience reaction as a tool to improve performance

Functions as a "critical" audience member

Begins to recognize the need to offer support and praise as well as constructive criticism

**Char'zation:** Is able to portray characters who are different than he.

Recognizes the complexity of characters and attempts to portray both positive and negative attributes of characters

**Ex. Lang.:** Reads poetry aloud with suitable rhythm, meaningful pauses and vocal expression.

Begins to develop "story-telling" skills (expressive reading of narrative prose)

**Spont'y/Time:** Directs and participates in choral speaking activities

Adjusts his performance to those of others within a group

Participates in narrative improvisations which illustrate an idea or emotion

Can maintain "freshness" while performing, in spite of familiarity of task

**Body Move.:** Practices techniques of simple pantomime

Continues to refine use of dramatic movement depending on task, audience and character.

CREATIVE DRAMATICS//Grades 4-9//OBJECTIVES

## Creative Dramatics Level 9

The student:

| | |
|---|---|
| Pre. of Task: | Creates original dramatizations which are theme-centered (i.e. lessons learned through experience, literary characters or historical figures speaking on contemporary issues, etc.) |
| Per of Aud.: | Demonstrates knowledge of the relationship between performer and audience by adjusting behavior (i.e. pausing to allow time for laughter, applause, etc.) |
| | Functions as a critical yet positive audience member, offering praise and support as well as constructive criticism. |
| Char'zation: | Identifies with characters he portrays |
| | Analyzes characters, determining attitudes, emotions, etc. |
| | Can interpret two characters at once, using vocal variety and movement to differentiate between the two for the audience. |
| Ex. Lang.: | Reads expressively a wide variety of poetry and prose. |
| | Experiments with dialect and accents to add realism when appropriate |
| Spont'y/Time.: | Directs and participates in more complex group and individual improvisations (i.e. current events, social situations, etc.) |
| | Directs and participates in choral speaking activities |
| | Can easily adjust his performance to the performances of others within the group |
| Body Move.: | Demonstrates knowledge of a variety of physical techniques. |
| | Demonstrates control of dramatic movement by adjusting movement when necessary depending on task, audience, and character. |

# ACTIVITIES

## DELIVERY SKILLS CHECKLIST

For the appropriate grade level, the student should:

### Vocabulary

___ use a wide range of polysyllabic words
___ use specific vocabularies for specific tasks
___ be consistantly expanding vocabulary

### Pitch

___ clearly differentiate between statements and questions
___ use changes in pitch to provide emphasis
___ understand the use of pitch to provide variety

### Speed

___ correctly phrase, following punctuation marks
___ adjust overall rate according to task and audience

### Volume

___ correctly adjust volume to task
___ use changes in volume to provide emphasis

### Articulation and Pronunciation

___ articulate all vowel and consonant sounds correctly
___ correctly syllabicate words
___ correctly stress appropriate syllables using a variety of clues

### Physical Expression

___ maintaindirect eye contact when addressing an audience
___ use facial expressions and gestures to emphasize meaning
___ be free of nervous gestures which distract the audience

### Audience Control

___ watch for non-verbal clues from audience and adjust behavior accordingly
___ should appear relaxed and confident in front of an audience

### Speaking Style

___ develop a speaking style which is a reflection of his personality
___ distinguish between informal and formal situations and adjust
his speaking style

### Vocal Quality

___ maintain a pleasant conversational tone when speaking
___ recognize and use a variety of vocal qualities

## CREATIVE DRAMATICS CHECKLIST

For the appropriate grade level, the student should:

### Perception of Task

____create simple narrative dramatizations which focus on a sotry or character
____create dramatizations which focus on issues and/or themes
____participate in a wide range of dramatic activities (oral interpretation, choral speaking, literary and historical dramatization, reading of plays, and acting)

### Perception of Audience

____watch for audience reactions
____adjust performance according to audience reaction
____function as a positive, yet critical audience member

### Characterization

____interpret the character (internal and external qualities, background, motivation, relationships with other characters, function in the story, etc.)
____"build" the character (shared experience, identification with the character, determining physical expression and movement, interaction with other characters)

### Expressive Use of Language

____recognize a variety of dramatic vocal techniques
____use a variety of vocal techniques to produce desired dramatic effects

### Spontaneity/Timing

____maintain "freshness" in spite of familiarity with material
____be able to improvise during individual or group activities (i.e. create the drama as he goes along)
____be aware of other group members and should adjust behavior accordingly

### Body Control and Movement

____be aware of a variety of physical techniques
____use a variety of physical techniques to underscore the dramatic effect of oral language

## SUGGESTED SEQUENCE FOR ACTIVITIES (4-9)

### Oral Reporting:

1. Demonstrations
2. Giving Directions
3. Giving More Complex Directions
4. Oral Book Reports
5. Group Oral Reports (on a topic)
6. Individual Oral Reports (on a topic)

### Creative Dramatics:

1. Oral Interpretation
    - a. Choral Speaking
    - b. Read One-page Selection
    - c. Read Poetry
    - d. Recite a Poem from Memory
    - e. Read a Story Aloud with Expression
2. Dramatization
    - a. Puppets
    - b. Conversation
    - c. Simple Dramatizations of Known Story
    - d. TV Commercials
    - e. Storytelling
    - f. Plays
3. Improvisation
    - a. Simple Improvisation using Known Stories as a Base
    - b. Role Playing Common Social Situations
    - c. Pantomime (no dialogue)
    - d. Improvise Simple Drama using some givens and creating other facts ("grab bag" exercise)

## CREATIVE DRAMATICS (4-9)

Not all stories are suitable for dramatization. The following criteria are useful as a guide in making a selection.

1. Characters should be clearly defined, logically motivated and active rather than passive.

2. Conflict expressed through action is the key to drama. The main character must want something, must go after it, must face opposition, and must act to overcome that opposition. The action must be well organized in a well-defined plot that advances in a straight line from attack, to mojor crisis, to resolution.

3. The setting should be clearly defined: place of action, time of day, time of year, the weather, the country, etc.

4. The language should evoke mental images with strong sensory and emotional appeal (description modifiers and verbs are desirable). Avoid long descriptive passages.

5. The central idea, subject, mood, or theme should suit the age group and the occassion.

Grade Level: 4-6

## WEDDED WORDS

# of Students: Class

Delivery Skills: Vocabulary

Time: 5-10 Min.

Write the list of words below on the blackboard. Ask the students to pair the words and use the newly created words within a sentence.

BIRD
BLACK
BOOK
BOOT
FLINT
HAIR
HEAD
HORSE
HOUSE
KEEPER
LOCK
MAKING
MASTER
PICK
PIECE
POCKET
SHEEP
SKIN
TAIL
TOOTH

---

Grade Level: 4-6

## ADD-A-WORD

# of Students: Whole Group

Delivery Skills: Vocabulary

Time: 10-15 Min.

The first child says a word. The next child adds a word that starts with the last letter of the first word. Since the object is to make a sentence, a good beginning word would be "the" or "what".

Example: The elephant trampled downhill.

As soon as one sentence is finished, another one may begin.

Grade Level: 4-6

# of Students: Small Groups

Time: 15-30 Min.

## CHANGE-ABOUTS

Delivery Skills: Vocabulary

1. Print words on individual cards or make a list of words to be given to a small group.

   (Example: help, find, keep, send, go, run, eat, sign, read, color, sleep, ride, fish, talk, paint, laugh, cry, try, shout, give, write)

2. Give the group a word, or have them select a word. Tell them to change it in as many ways as they can by adding prefixes and suffixes. They may want to use dictionaries for help.

3. When they are finished the group orally reads their list to be checked by the rest of the class. The group with the most words wins.

---

Grade Level: 7-9

# of Students: Individual

Time: 10-15 Min.

## FORMING NOUNS THAT REFER TO PEOPLE

Delivery Skills: Vocabulary

Have students change each underlined word into a noun that refers to the person in the corresponding description. Use the following suffixes: -ant, -ee, -er, -ian, -ist, -or.

Example: dance - a person who moves to music
Answer: dancer

1. employ - a person who hires another person
2. history - a person who studies ancient times
3. science - a person who works in a laboratory
4. bake - a person who makes cakes and pastries
5. occupy - a person who lives at a given address
6. act - a person who stars in motion pictures
7. music - a person who plays in an orchestra
8. solo - a person who sings alone
9. refuge - a person who seeks shelter in another country
10. attend - a person who fills your gas tank

37

|  |  |
|---|---|
| Grade Level: | 7-9 |
| # of Students: | Individual |
| Time: | 10-20 Min. |

## LATIN ROOTS

Delivery Skills: Vocabulary

Write the following list of Latin roots on the blackboard. Have students list for blackboard recording as many words as possible which include each stem. Have students orally define each word they add to the list.

|  |  |
|---|---|
| aqua | (aquarium, aquatic) |
| cap, capit | (captain, capital, capitulate) |
| cent | (century, centennial, percent, centurion) |
| flor | (florist, floral) |
| fort | (fortress, fortify, fortitude) |
| grat | (grateful, congratulations, gratitude) |
| leg | (lega, legislate, legitimate) |
| magn | (magnify, magnitude, magnificent) |
| man | (manual, manufacture, manicure) |
| pop | (population, popular, populace) |

---

|  |  |
|---|---|
| Grade Level: | 4-9 |
| # of Students: | Whole Class |
| Time: | Whole Period |

## BE A LISTENER

Delivery Skills: Vocabulary

Have pupils listen to a television news commentator, a filmstrip or a movie in a content area, and make a list of words that a person would use that would not commonly be used in some other context, and share with the class.

## PREFIX/SUFFIX

Grade Level: 4-9
# of Students: Class
Time: 10-15 Min.

Delivery Skills: Vocabulary

Divide the class into two or three teams (or more if necessary).

Select a team and say aloud a prefix or suffix. The team (or an individual member) has 10-15 seconds to list all of the words beginning (or ending) with the prefix (suffix) as possible.

Award the teams 1 point for each correct answer.

At the end of the game, the team with the most number of points wins.

**PREFIXES**

co-
con-
contra-
de-
dia-
dis-
ed-
im-
inter-
mis-
post-
pre-
pro-
re-
semi-
sub-
super-
syn-
therm-
trans-
un-

**SUFFIXES**

-ant
-ee
-er
-est
-ial
-ian
-ion
-ist
-or
-ment
-ful
-less
-ness
-ly
-ate

---

## ALPHABETICAL ADJECTIVES

Grade Level: 4-9
# of Students: Class
Time: 10 Min.

Delivery Skills: Vocabulary

The first student begins with an adjective/noun combination in which the adjective begins with an "a" and the noun with any letter of the students choice (except "X" and "Z").

The second student must give an adjective beginning with "b" and a noun beginning with the same letter as before.

The class continues throughout the alphabet.

Example: Aching back, bouncing ball, contented baby, dancing ballerina, extra blankets, frozen body, gorgeous baseball, hidden bear, icy bath, jumping boy, kinky burglar, lazy bully, marvelous boyfriend, necessary bone, open bottle, peach brandy, quick batter, rich blackmailer, soft bed, temperate Baptist, useful book, vivacious barmaid, whining beast, yellow bow, zestful brook.

Grade Level: 4-9
# of Students: Whole Group
Time: 10-15 Min.

## MULTIPLE MEANINGS

Delivery Skills: Vocabulary

Two or three children are chosen to stand up. The teacher gives them a word. The children are to respond by using that word in a complete sentence. Be sure the word has a different meaning in each sentence. The difficulty could be increased by requiring the pairs of sentences to be on a specific theme.

Words to use:

sink
pound
race
rock
grave
crank
sharp
tire
wake
trip
groom
fencing
riddle
maroon
calf
pitch

---

Grade Level: 4-9
# of Students: Class
Time: Whole Period

## BORROWED WORDS

Delivery Skills: Vocabulary

Select a poem or short story containing foreign terms or terms borrowed from a foreign language. Read the selection aloud and then have students point out the "borrowed" words. Make a list on the blackboard and deal with each one in context to determine meaning. As an assignment, have students use dictionaries to find word origins. Next, have them use the words in sentences of their own being sure to show meaning through content.

Examples:

bachelor
bedspread
bonfire
boss
chocolate
companion
cookies
curfew
dumb (stupid)
jazz
jumbo
kindergarten
macaroni
neighbor
nickname
peril
skunk
smorgasbord
squash
weiner

Grade Level: 4-6

**ASKING AND TELLING**

# of Students: Small Group

Delivery Skills: Pitch

Time: Whole Period

Ask a small group of children (3-5) to compose five questions about a topic (ie. foods, pets, sports). Have them record their questions on tape. Play the tape for the whole class. After playing each question, stop the tape and ask a child to answer the question. Have children note how their voices sound when they ask something. How does the sound of the voice help them to recognize that someone is asking a question?

Grade Level: 4-6

**ORAL READING**

# of Students: Class

Delivery Skills: Pitch

Time: 10-20 Min.

Read a selection to the class as they follow along. Then discuss with the children the places you stopped and the changes in voice inflection as you read. Elicit the fact that question marks, periods, and commas are signals that tell us when to pause or change voice inflection as we read orally. Ask various children to read the selection. Have other children decide whether or not they obey the signals.

Grade Level: 4-6

# of Students: Class

Time: 10-15 Min.

## STRETCH YOUR VOICE

Delivery Skills: Pitch

Bring into class a guitar or other stringed instrument. Allow students to examine the instrument carefully. Ask the students why certain strings produce either high pitched or low pitched sounds. How is the pitch raised and lowered?

Then ask the students to learn how to "play" their own "strings," i.e. their vocal cords. Have them begin counting in as low a pitch as possible and go as high as they can without stopping. Then have them reverse the process. Have them try this every day for a week (or so). At the end of the week, ask them if they've stretched the range of their voices.

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Grade Level: 7-9

# of Students: Class

Time: 1 Period

## VARIATIONS IN PITCH

Delivery Skills: Pitch

Read a paragraph aloud to the class in a monotone. Then ask a student to read the same paragraph by using a normal pitch. Discuss the importance of varying pitch. Point out that we usually begin a sentence on number 2 pitch. Of the sentence is a statement, we normally end it with a lower tone.

Tone #4
Tone #3
Tone #2 I went
Tone #1 home.

A question is usually asked with a rising enflection.

Tone #4
Tone #3 there?
Tone #2 Are you
Tone #1

Follow-up activities:

1. Listen to a person speaking and record the variance in pitch.
2. Play a tape of a speech and mark the levels of pitch in five sentences.

Grade Level: 4-9

## STRESS A WORD

# of Students: Class

Delivery Skills: Pitch

Time: 5-15 Min.

Have the students experiment with changing meaning through changing pitch by having a student (or several) repeat the following sentences, raising the pitch of the voice for each word in turn.

Did she sing two songs?
I don't care what you say!
She was right here.
Did you hear that awful noise?
It just doesn't fit!
What in the world have you been doing?

-Discuss with the students the changes in meaning.
-Give the students a sentence, telling them which variation of meaning you want them to emphasize through pitch. Have several students read the sentence, stressing the appropriate word(s).

---

## CHANGE THAT PITCH

Grade Level: 4-9

Delivery Skills: Pitch

# of Students: 1 or more

Time: 10-15 Min.

Read each pair of words twice. Read them the first time in a high pitched tone and the second time in a low pitched tone.

Don't go
Of course
That's right
Your're crazy
Get out

That hurts
Go home
Drive on
Stop that

Ask the students if the meaning of each phrase changes as the pitch changes. How does it change? Which version is more forceful? more frightening?

Grade Level: 4-6

# 16/33/78

# of Students: 1 at a time

Delivery Skills: Speed (Listening)

Time: 15-30 Min.

Have each student bring in one stanza (or the refrain) from a favorite song. Explain to the class that they will have to be the "stereo" and read the stanza to the class at different speeds (16 very slow/33 medium/78 very fast). The class has to decide which speed is the correct speed for that particular "record." Discuss with the class the relationship between content and/or meaning and speed.

---

Grade Level: 4-6

# THE MONKEY AND THE ORGANGRINDER

# of Students: Group of 2

Delivery Skills: Speed

Time: 10-20 Min.

Discuss with the children a little about a monkey and an organgrinder. A picture might be shown. Have the children pick a partner. They choose a short selection or poem to be read aloud to the class. One person is the monkey, who does the reading, and the other person is the organgrinder who adjusts the speed of the reading. The monkey starts reading his selection and the organgrinder turns a make-believe wheel on the monkey's back to indicate whether to speed up or slow down.

Discuss with the class how clear the monkey is when he goes too fast or too slow.

Grade Level: 4-6

## MOTOR MOUTH

# of Students: 1 at a time

Delivery Skills: Speed (Phrasing)

Time: 5-10 Min.

Have each student choose a short paragraph (4-5 sentences) from a favorite story. Ask them to read it over silently several times to themselves paying special attention to the "traffic signals" (i.e. punctuation marks). Allow volunteers to read their chosen selections orally. The first time they are read as if there were no "traffic signals," and no "speed limit." The second time through, they are to obey all of the signals.

Discuss with the students the different results of the readings. Ask them how following the signals makes the reading more understandable for the class.

Grade Level: 7-9

## WHERE'S THE MEANING?

# of Students: 1 at a time

Delivery Skills: Speed (Phrasing)

Time: 15-20 Min.

Write the following groups of words on the blackboard. Have students suggest possible techniques of punctuation and read their punctuated versions aloud, concentrating on correct phrasing. Discuss with the class how phrasing can change meaning.

The senator says the president is a fool
What do you think I'll invite you to my party
Who says the teacher is crumpling papers
The principal said the student was walking out of the school
What did he mean I don't have a job

Ask students to generate their own groupings in which punctuation (and therefore phrasing) changes meaning.

Grade Level: 4-9

**PHRASING PRACTICE**

# of Students: Small Groups

Delivery Skills: Speed

Time: Class Period

Break the students into small groups, giving each group a dittoed sheet with 5-10 sentences and a short poem (such as Robert Frost's "Stopping By The Woods on a Snowy Evening").

The students are to take turns reading the sentences aloud to the small group at three different speeds: slowly, moderately, and quickly. Then students should practice reading the poem aloud at the three rates. The other students should evaluate the reader's presentation with emphasis on the reader's rate or speed.

Grade Level: 4-6

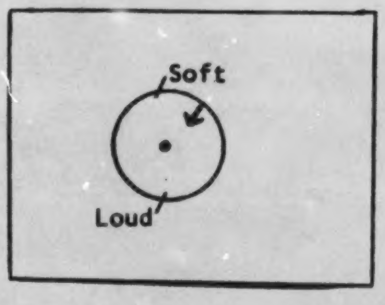
**FOLLOW THE DIAL**

# of Students: Whole Class

Delivery Skills: Volume

Time: 10-20 Min.

Make a large dial by mounting a paper plate on a piece of poster board. The dial represents the volume control as on a radio or TV.



Have a student read a simple paragraph orally to the class. While s/he is reading the teacher (or another student) "plays with" the volume dial causing the reader to experiment with all levels of volume.

Grade Level: 4-6
# of Students: Whole Class
Time: Two Class Periods

## WRITE A SCARY STORY

Delivery Skills: Volume

Discuss the use of volume in suspense stories. Have the children write a suspense story making sure there are parts of the story to be read softly and other parts to be read louder.

Have the children read aloud their story making sure they use the appropriate volume on the words they want to emphasize.

You may want to read a story to them first as an example before they begin.

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Grade Level: 4-6
# of Students: Whole Class
Time: Class Period

## VOICES

Delivery Skills: Volume

Discuss with the children the need for change in the volume of their voices. Generate a list of situations on the board when a soft voice should be used and when a loud voice should be used.

Have two children demonstrate the same situation. The first child demonstrates the situation using a soft voice and the other child demonstrates the same situation using a loud voice. The class then discusses which voice would be the better and why.

Examples: Talking to a friend sitting next to you in class
Talking to a friend across a baseball field
Talking to a person playing cards with you
Talking to a sick friend
Giving a speech in front of the class

Grade Level: 4-9

**VOLUME CONTROL**

# of Students: Individual

Delivery Skills: Volume

Time: 5-10 Min.

Prepare various sentences on strips of paper and distribute to the class. Call on each student individually to read his sentence at the front of the room. He is to attempt to read the sentence first so that only those in the front can hear him (those in the back who cannot hear him are to raise their hands). He then reads the sentence a second time so that everyone can hear (again, anyone who cannot hear is to raise their hand).

(NOTE: A decibel meter may be available from the science department and may be used to show students exactly how they are increasing and decreasing volume.)

Grade Level: 4-6

**GO FISHING**

# of Students: 2-6 Players

Delivery Skills: Pronunciation

Time: 20-30 Min.

Use a pattern of a fish to make word cards. On the word cards place words that are appropriate for your level. Place these cards in a large fish bowl, box or basket.

The players take turns fishing for words. When a player "catches" a word, he must say the word and use it in a sentence. He then gets to keep his "fish." If the player cannot say the word or use it in a sentence, he places the card back in the bowl and loses his turn.

The player with the most words is the winner.

Grade Level: 4-6

# of Students: Small Group

Time: 20-30 Min.

## CONSONANT CLUSTERS

Delivery Skills: Articulation/Pronunciation

Divide your class into small groups (2-3). Give each group a consonant cluster. (May also be vowel combinations, prefixes, suffixes, etc.)

Each group will write as many words containing the given cluster as they can. They may use the dictionary to help them. The group must be able to pronounce clearly each word they find or it does not count.

When they have finished, have each group read their list of words to the rest of the class.

A time limit may be set for writing their words.

Grade Level: 4-6

# of Students: Class

Time: 2-5 Min.
Per child

## READ ALOUD CLUB

Delivery Skills: Articulation/Pronunciation

Start a "Read Aloud Club" in your classroom. To join, the children should prepare a selection or short story, paying close attention to proper phrasing, dictation and expression.

Once they have prepared their selections, they can read it aloud to their classmates and join the "Read Aloud Club."

Grade Level: 7-8

## MISPRONOUNCED WORDS

# of Students: Individual

**Delivery Skills:** Articulation/Pronunciation

Time: Class Period

| Correct | Rhyme |
|---|---|
| just | must |
| get | bet |
| for | ore |
| again | pen |
| any | penny |
| poor | sorer |
| sure | swere |
| your | sewer |
| catch | latch |
| can't | pant |

Using all ten words from the list, have students write an original paragraph of about 50 words. Have them read the paragraph aloud, concentrating on audibility, pitch, rate, volume.

If possible have students tape the presentation beforehand so they can detect any mispronunciations.

Grade Level: 7-9

## WORD DISTINCTION

# of Students: Individual

**Delivery Skills:** Articulation/Pronunciation

Time: 10-15 Min.

Have students read the following pairs of words so that someone standing at the back of the room can clearly distinguish between the two:

weather - whether
formally - formerly
conscious - conscience
statue - stature
accept - except
ate - hate
precede - proceed
wandered - wondered
adapt - adopt
affect - effect
what - watt
which - witch
wear - where
win - when
ladder - latter
madder - matter
whether - wither

Grade Level: 7-9

## UNENDING WORDS

# of Students: Class

Delivery Skills: Articulation/Punctuation

Time: 5-15 Min.

Have you ever wondered what the longest word in the English language is?

PNEUMONOULTRAMICROSCOPICSILICOVOLCANOKONOISIS - What does it mean?
(A disease of the lung caused by a kind of rock dust)

Have students try to pronounce it using familiar words which appear within the longer word.

Then have them experiment with the following:

DISESTABLISHMENTARIANISM
FLOCCINAUCINIHILIPILIFICATION
ANTITRANSUBSTANTIATIONALIST
SUPERCALIFRAGILISTICEXPIALIDOCIOUS
CONTRASUGGESTIVILITY
INCOMPAREHENSIVLENESS
COUNTERREVOLUNTIONARY

ANTHROPOMORPHILOGICAL
COUNTERINTERPRETATION
HYPERCONSCIENTIONSNESS
ANTILATITUDINARIANSIM
PHILOPROGENTIVENESS
HONORIFICABILITUDINITATISUB*

*From Shakespear's Love Labour's Lost

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Grade Level: 4-9

## SPOONERISM

# of Students:

Delivery Skills: Articulation/Pronunciation

Time: 5 Min.

There once was an Englishman named William Archibald Spooner who lived from 1844-1930. He was a minister at Oxford University. He was brave because he kept on talking in spite of his frequent mistakes in pronunciation. He made so many mistakes in pronunciation that his last name is now used to describe a mistake in pronunciation which has a humorous result.

"I think you are occupewing my pie."
"Kinquering Congs their Titles Take."
"Yes, indeed the Lord is a shoving leopard."
"Please, sew me to another sheet."

Can you think of other spoonerisms?

Examples:

a well-boiled icicle
a blushing crow
gaffodils (dolden, of course)
leside the bake
treneath the bees
Hash your wands
Shake a tower

Wilky May
Slop off th dreep
I hollow sword
Tight your bung
Tou're a yurkey
So to greep

Grade Level: 4-9

## "PETER PIPERS"

# of Students: Individual

Delivery Skills: Articulation/Pronunciation

Time: 10 seconds
per recitatio

We all know the familiar Peter Piper rhyme, but how many of us know there is a whole book of similar tongue twisters? The book, entitled Peter Piper's Practical Principles of Plain and Perfect Pronunciation is available from Dover Publishing Company. Students can easily memorize these and focus on the clarity of their articulation.

(NOTE: Some students love to make up their own!)

Billy Button bought a buttered biscuit.
Did Billy Button buy a buttered buscuit?
If Billy Button bought a buttered biscuit,
Where's the buttered biscuit Billy Button bought?

Davy Doldrum dreamed he drove a dragon.
Did Davy Doldrum dream he drove a dragon?
If Davy Doldrum dreamed he drove a dragon,
Where's the dragon Davy Doldrum dreamed he drove?

Enoch Elkrig ate an empty eggshell.
Did Enoch Elkrig eat an empty eggshell?
If Enoch Elkrig ate an empty eggshell,
Where's the empty eggshell Enoch Elkrig ate?

Netty Noodle nipped a neighbor's nutmeg.
Did Netty Noodle nip a neighbor's nutmeg?
If Netty Noodle nipped a neighbor's nutmeg,
Where's the neighbor's nutmeg Netty Noodle nipped?

Grade Level: 4-6

## CAN YOU GUESS HOW I FEEL?

# of Students: Whole Group

Delivery Skills: Physical Expression

Time: Class

Have the children look through magazines to find pictures of people showing facial expression
Mount these pictures on posterboard.

Discuss with the class what emotions these people are trying to portray. Have them try to make the same facial expressions as they see in the pictures.

Have one child choose a facial expression to do for the rest of the class and have the class try to guess what emotion he is portraying.

---

Grade Level: 4-6

## "KITTY"

# of Students: Class

Delivery Skills: Physical Expression

Time: 10-15 Min.

This game is designed to help children understand the importance of physical expression in communication and to help them improve their control of their own use of physical expression (body language).

One student at a time is designated as the "Kitty." That student goes around the room (on all fours if agreeable to it) purring, meowing, and making feline overtures to individual class members. The rest of the class should remain silent and "stone faced," not responding at all to the "Kitty." If the object of the Kitty's "affection" remains "stone faced" the "Kitty" moves on to someone else. If the student laughs, giggles, or talks to the "Kitty," that student becomes the "Kitty."

After the game has been played, discuss with the students their perception of importance of body language.

Grade Level: 7-9
# of Students: three
Time: 20-30 Min.

## POISE

Delivery Skills: Physical Expression

Ask students to participate in a role playing situation. The teacher, a student or another adult acts as an interviewer of employees for a summer job.

One student mumbles and looks down at his feet when he speaks. Another student slauches and speaks in a grating tone. The third student maintains eye contact, uses spontaneous gestures, sits up straight, and speaks in a well-modulated voice.

Discuss each presentation and write the positive aspects on the board. Reiterate the necessity to use appropriate physical expressions to maintain poise.

---

Grade Level: 7-9
# of Students: Pairs
Time: Class period

## EXPRESSION OF EMOTION

Delivery Skills: Physical Expression

Have pairs (Student A, Student B) become involved in a discussion, standing at various points in the room. Instruct each A to try to move in on his partner B's personal space by attempting to move him backward or along the wall. Instruct each B to take an unpopular position with which A would argue. After about 5 minutes have the class react to the situation. Discussion should include how B felt during the discussion, how B would characterize A's attitude, how A felt about B's reaction.

Grade Level: 4-9

"BODY LANGUAGE" DICTIONARY

# of Students: Individual

Delivery Skills: Physical Expression

Time: 3-4 days -
research
1 class for
discussion

Instruct students to take notes for several days on the types of facial expressions, body postures and gestures used by people when they communicate with others. Have them look for types of body language which are used by a variety of people.

After the "research" has been done, break students into small groups Have the students generate lists of body movements and their definitions for those movements. You may want to share with students other body language dictionaries (such as the one included in the appendix).

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Grade Level: 4-9

GESTURES

# of Students: Class

Delivery Skills: Physical Expression

Time: 15-30 Min.

To develop the idea of using different gestures in various situations, individual students respond to the following sentences in three ways:

a) express the idea by gesture only
b) utter the sentence aloud without gesturing
c) utter the sentence aloud and accompany it with a gesture

1. You passed the test!
2. That is my bicycle!
3. Throw the ball!
4. Did you see the fish I caught?
5. I love pizza!
6. Get out of here!
7. You're fired!
8. Do as I tell you.
9. Heaven will judge us.
10. Let's win this game!
11. Weigh both sides of the question.
12. I appeal to you for justice.
13. Here he is.
14. We have told the truth!

EYE TO EYE

Grade Level: 4-6
# of Students: Whole Class
Time: 10-15 Min.

Delivery Skills: Audience Control

One student comes to the front of the room and asks the class simple questions such as: "What time do you get up in the morning?" "What is your favorite TV show?" He makes his choice as to who will answer the question by establishing eye contact with that person.

Grade Level: 4-6
# of Students: Whole Class
Time: 15-20 Min.

EYE CONTACT

Delivery Skills: Audience Control

The teacher would talk to the class while looking out of the window or down at the floor using this to initiate a discussion about how they feel when being addressed in this manner. The importance of looking at your audience would be stressed.

Follow this by breaking the class into small groups of 3 or 4 and telling them they are to have a conversation or discuss some common subject for 5 minutes. During this time no one in the group may look at any other person in the group. The groups will then report back to the whole class on the feelings they experienced and the quality of their conversation in that situation.

Grade Level: 4-6

# of Students: Whole Class

Time: 20-30 Min.

## WHAT AM I DESCRIBING

Delivery Skills: Audience Control

Have a child select an object in the room. He will describe the object in terms of one or more of the five senses: seeing, smelling, hearing, feeling and tasting. He does this by facing away from the audience and away from the object being described. The rest of the class tries to guess what object is being described Repeat this three of four times.

Then have another child do the same thing with another object in the room, but this time face the class and look in the general direction of the object described. The class then tries to guess again. Repeat this a couple of times.

Discuss with the class the two ways of talking to the group and which would be the better and why.

Grade Level: 4

# of Students: Whole group

Time: 10 Min.

## THE QUESTION MAN

Delivery Skills: Speaking Style, Pitch

One child is chosen to come to the front of the room and be "The Question Man." He can wear a sign with a large question mark on it. (This can be done by attaching a piece of yarn to a 9" X 12" piece of paper and putting it around his neck so it hangs down in front of him.)

He chooses one child at a time to make a statement. He must then correctly turn that statement into a question. If he is correct he chooses another child for another statement. If he is not correct the child who gave the statement becomes "The Answer Man."

Grade Level: 4-6

# of Students: Small Group

Time: 2 class periods

### WHERE AM I?

Delivery Skills: Speaking Style

Divide the class into small groups. Have each group draw a floor plan of a different room in the school. (library, classroom, cafeteria, kitchen, gym, etc.)

Have the group relate to the rest of the class their floor plan. Include in their talk not only the physical features but the purpose of certain things in certain rooms and their uses, and also any changes they feel should be made to make the room better.

Individual children could make a floor plan of a room in their home and do the same thing.

Grade Level: 4-6

# of Students: Individual

Time: 2 class periods

### TAKE A TRIP

Delivery Skills: Speaking Style

The students may create a mock depot siding by painting a colorful building front on a large piece of cardboard and an individual mock travel case in which to "pack" pictures of selected items for their trip. (Travel cases may be as simple as two sheets of paper stapled together or an elaborate as a decorated cardboard box.)

Each student decides where he or she would like to go and then selects items for that trip. Pictures of these items may be cut from magazines or catalogs and packed in their travel cases.

Each student takes a turn standing in front of a travel depot and telling where he or she plans to go. The student takes each item from the travel case and tells why it was selected for the trip. (Student may be encouraged to dress for their trips on the day of their speech.)

Grade Level: 7-9
# of Students: Class
Time: 1-2 periods

## CHOOSING A TOPIC

**Delivery Skills:** Speaking Style

After discussing with your students the differences between an informal and formal style of speaking, copy the grid below onto the blackboard. Ask the students to fill in topics appropriate to the speaker, audience and time limit.

| TOPIC | SPEAKER/AUDIENCE | TIME LIMIT | | |
|---|---|---|---|---|
| | | 2 Min. | 5 Min. | 10 Min. |
| Sports Heroes | former football player<br>15 yr. old boy | | | |
| The Supernatural | one who believes in ghosts<br>scientist | | | |
| Recreation | parent<br>motorcycle salesman | | | |
| Money | politician<br>businessman | | | |
| The Future | science fiction author<br>high school graduate | | | |

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Grade Level: 7-9
# of Students: one at a time
Time: 1-2 Min. each

## THE WELL-CHOSEN WORD

**Delivery Skills:** Speaking Style

Provide the students with a ditto list of possible topics and situations. Have each student choose two topics and prepare lists of 8 to 10 words which describe or explain their topics. After these lists have been checked and revised, students are called on to stand and deliver their descriptions, using their lists and adjusting their speaking style appropriately

| TOPICS | SITUATIONS |
|---|---|
| description of a car | Student to friend/student to parent/salesman to student |
| description of field trip | report to teacher/student to student |
| description of date or party | student to student/student to parents |
| description of breadfast cereal | salesman to children/salesman to adults |

Grade Level: 7-9

# of Students: Pairs

Time: 2-3 class periods

## SLANG "TRANSLATION"

Delivery Skills: Speaking Style

This activity enables the student to clearly differentiate between a formal and informal style, and to more readily from one style to another.

Preparation: Give some examples of and "play" a bit with everyday use of slang. Have students give some examples and discuss what the slang terms mean. Have on hand or have the students prepare some 6-12 line dialogues in slang, for distribution to the class.

Procedure: Assign the dialogues to pairs of students in the class. Each student then prepares a "translation" of the slang lines into formal, standard English. Class time is then allowed for paired practice of both forms of the dialogue. Finally, students present the dialogues to the class with appropriate variations in the tome, gesture and speed, reflecting the two styles.

For example:

- What's happening?
- Well...
- Lay it on me!
- I flunked the math test!
- Hold it, turkey, you're putting me on!
- Your teacher's off the wall! That dude's bad news! He's always giving you bad vibes. It must be a bum rap!
- Cool it, bro'. No use pointing the finger. The buck stops here. I'm just an air head. I'm all washed up.
- Listen. It's tough cookies, I know, but don't be a jerk. Keep your chin up. You've got the rest of the term to set things straight. Let's go to Pudgies and pig out!
- Oh, that's a bad idea!

Grade Level: 7-8-9
# of Students: individual
Time: class period

**ROLE-PLAYING**

**Delivery Skills: Speaking Style**

Have students assume expertise in a certain agea. Have them then explain a problem to (A) another expert in the same area and (B) someone unfamiliar with that area. (For example, an auto mechanic explaining a problem to (A) another auto mechanic and (B) explaining that same problem to a lady at his service station.)

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Grade Level: 4-6
# of Students: whole class
Time: 5-10 Min.

**PRESS THE BUTTON**

**Delivery Skills: Vocal Quality**

One student is chosen to come to the front of the class. Next to him is a teacher made prop that resembles a tape recorder. (It can be a small box with four buttons drawn on (tape it.) Label the buttons:

- pleasant school teacher voice
- tired old man voice
- excited young child voice
- angry father voice

The student is given a card with "Little Boy Blue" (or any other nursery rhyme) printed on it. The teacher presses one of the buttons and the student must assume that vocal quality when reading the card.

Grade Level: 4-6

## CHANGE YOUR TUNE!

# of Students: Whole class

**Delivery Skills: Vocal Quality**

Time: 15-20 Min.

Using different speaking voices (pleasantly, angrily, tiredly, with boredom, fearfully, joyfully, hopevully, laughingly, suspiciously) have the class practice saying these words:

Hello!  Go!  Run!  Screem!  Good Morning!  Kick!  Fight!  NO!

Make a game by having the other children guess which emotion the child is using to express his word. Do the same for whole sentences. (ex: "Tom, you didn't mean that!")

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Grade Level: 7-9

## SLIPPERY SENTENCES

# of Students: Individual

**Delivery Skills: Vocal Quality**

Time: 10-15 Min.

This activity will call upon the sutdnet to understand and manipulate both pitch and vocal quality to change the meanings of sentences.

Write a collection of sentences on the board. Have in front of you a list of adjectives describing vocal qualities. Call on students to read selected sentences from the board with the tone you've indicated.

**SENTENCES**

Will you help me?
What should I do?
Where are you going?
I saw him get into the car.
She went swimming.
The TV's on.

**VOCAL QUALITIES**

demanding
desperate
sweet
sad
happy
exhausted
exasperated
furious
hopeless

Grade Level: 7-9
# of Students: Individually
Time: 15-20 Min.

## SITUATIONS

Delivery Skills: Vocal Quality

This activity helps students to define and imitate the different ways in which the same statements are uttered by different people in various situations.

Prepare a stack of 25 to 30 index cards on each of which is written a sentence and a speaker/situation. Distribute the cards to the class and allow them a few moments to determine the vocal quality they will try to portray. Students, after some practive, should be able to portray more than 1 quality for a single sentence.

| SENTENCES | SPEAKER/SITUATIONS |
|---|---|
| Now is the time to make some changes. | employer, teacher, minister, politicial |
| Dinner is served. | mother, waittress, wife, chef |
| What did you get on that test? | angry parent, best friend, forgetful teacher |
| And now, my friends, it is my pleasure to tell you about.... | TV salesman selling a vegetable dicer, politician giving a campaign speech |
| Linda was a beautiful person: kind, considerate and full of enthusiasm. | a recent date, minister giving a funeral oration |

---

Grade Level: 4-9
# of Students: Individual
Time: 5-10 Min.

## EMOTION PROMOTION

Delivery Skills: Vocal Quality

Students are instructed to say words or phrases in such a way as to convey different emotions.

For example: Say - "Oh," "Yes," "Well," "Really," "Possibly," "Of course," "No," "Hello."

Convey the emotions - happiness, pride, fatigue, fright, anger, suspicion innocence, pleading, sorrow.

More epecific instructions can be given for each word. "Say the word 'Oh' with the inflection that gives the folloiwng meanings."

Oh - (that hurts!); Oh - (how lovely!); Oh - (so what); Oh - (well, perhaps);
Oh - (look out!); Oh - (don't be so rude)

Grade Level: 4-9

'SOUND OFF! # of Students: Individual

Delivery Skills: Vocal Quality Time: 5-10 Min.

As students say a word, they try to make their voice sound like the meaning of the word.

Suggested words: bang, creckle, swish, grunt, tinkle, roar, coo, thin, fat, wheeze, bubble, buzz, hum, splash, clang, gurgle.

Grade Level:

# of Students:

Time:

Grade Level: 4-6

**BOOK JACKETS**

# of Students: Class

Communicating Ideas: Oral Summary

Time: 2 periods

Have the children make book jackets for their favorite library books. Make the cover picture as colorful and exciting as possible.

Prepare an oral summary of the book to be given to the rest of the class, which might appear on the inside flap of your book cover.

Grade Level: 4-6

**NAME THAT TUNE**

# of Students: Individually

Communicating Ideas: Oral Summary

Time: 1-3 periods

Procedure: The student prepares a one or two sentence summary of a children's song or a current popular song, and delivers the summary orally to the class, with appropriate interpretation. The summary may be humorous or serious, in the form of a riddle, rhyme, or simple declarative sentences.

The class then attempts to name the song in question. If the class cannot identify the song within a resaonable amount of time, the student reveals the name of the song. The class and teacher then try to determine why the summary did not enable the class to identify the mystery tune.

Grade Level: 7-9

**THIS IS YOUR LIFE**

# of Students: Individually

Communicating Ideas: Oral Summary

Time: 2 periods

Have students read a biographical sketch of a famous person, living or dead, and prepare an oral summary for the class. (In literature classes, assigning students to research authors being covered in class works very well.)

Grade Level: 4-9

**NAMES IN THE NEWS**

# of Students: Individual

Communicating Ideas: Oral Summary

Time: 3-4 periods

Current issues of People, Time, Newsweek, Life and TV Guide contain photographs of men and women who made the news or who are prominent for one reason or another. Each student cuts out five photographs and pastes each photograph on an index card. On a separate card, the student would identify the five persons and explain why these individuals are newsworthy. This identifying process could be done orally.

Grade Level: 4-9

**CLUES FOR THE DETECTIVE**

# of Students: Class

Communicating Ideas: Oral Summary, Listening

Time: 5-15 Min.

Present orally to the class hints about stories they have read until someone guesses the title (or main character). After the character or story has been identified, have a student give a brief plot summary (or statement of theme) before going on to the next list of clues.

hungry dog - bone - bare cupboard (Mother Hubbard)
naughty bunny - garden - angry farmer (Peter Rabbit)
Darling children - pixie dust - pirates (Peter Pan)
Hans Solo - Jedi Knights - the Force (Star Wars)
Socs - soda - ponytail (The Outsiders)
Dustbowl - Ma Joad - migrant workers (The Grapes of Wrath)

Grade Level: 4-9

**TELE-STORY**

# of Students: Whole Class

Communicating Ideas: Oral Summary

Time: 1 period

Assign each pupil or group of pupils a story from their reading or a short article from the newspaper. Ask them to write a telegram to the class telling the main idea and the most important details of the story. Do not exceed 15 words.

Share the telegrams with the rest of the class.

Grade Level: 4-6

## TOUCH 'N TELL

# of Students: Class

Communicating Ideas: Use of Detail

Time: 1-3 periods

Create a "feel" booklet using different kinds of textures and materials.

As you discuss the booklet with the pupils, encourage them to use descriptive words which are new to their everyday conversation.

Add simliar pages of your own to the booklet and encourage each pupil to create an additional page for the booklet.

Examples of materials for booklet:

waxed paper
sand paper
cotton batting
satin
corduroy
steel wool
velvet
smooth vinal

Sample Questions:

How does this feel?
Does the way this feels remind you of anything else?
If you could have lots and lots of this materisl, what would you do with it?
If this material could touch you back, it would be very _______, _______ and _______.
Can you think of three other words that describe how it feels?
Scrape the tops of your fingernails on this material. How does it feel to you?
Did you change the way the material looks? How would you describe its look?

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Grade Level: 4-6

## THINGS I COULD DO WITH A BATH TOWEL

# of Students: Class

Communicating Ideas: Use of Detail

Time: 1 period

Have students choose an item, such as a bath towel, and list as many possible uses of the item as they can. The more absurd, the better. After generating their lists, have students share their lists with the rest of the class.

Grade Level: 7-9

## SELECTION PERCEPTION

# of Students: Class

Communicating Ideas: Use of Detail

Time: 1 period

Provide the following experience for students: arrange for a unique (in terms of dress, behavior, speech) person to visit the classroom. Each student is to describe exactly what happens. Note the differences in student's perceptions, compare them with the facts, and try to account for the discrepancies.

(An alternative would be to have another teacher arrive and "argue" bitterly with you.)

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Grade Level: 7-8-9

## ROLE-PLAYING

# of Students: Individual

Communicating Ideas: Use of Detail

Time: 1-2 periods

Have students describe in detail two roles they play during a day or week. Ask them to be specific about the image communicated by each role.

For Example:
language
appearance
attitude
posture

in the following situations

at home
with friends
with parents
alone
vacation
with teachers, etc.

*From Speech Communication; Galvin and Book

Grade Level: 4-9

**TELL IT ALL**

# of Students: Class

Communicating Ideas: Use of Detail

Time: 2 periods

Write a brief story telling the life history of an object, animal or literary figure which interests you. Include such items as: where he (it) grew up, highlights of childhood, what he (it) enjoys, and how he (it) spends his (its) time today. Students may bring in pictures or sketches to accompany their biographies when they present them to the class. After biography is presented see if the rest of the class can identify the subject.

Possible topics are:

pencil/felt tip pen
timber wolf
alley cat
beach ball
firecracker
stepmother in "Cinderella"
the wolf in "Little Red Riding Hood"

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Grade Level: 4-9

**CREATING AN IMAGE**

# of Students: 3 students/ whole class

Communicating Ideas: Use of Detail, Listening

Time: 10-15 Min.

Mount copies of three paintings dealing with the same subject. Ask three students to each choose one of the three and describe their choice to the rest of the class without allowing the class to see the painting. The speaker should concentrate on helping the listeners to visualize the painting he is describing. After the three students have given their oral descriptions, reveal the paintings to the class and see if the class can match speaker to painting.

Grade Level: 4-6
# of Students: Whole class
Time: 1-2 periods

## SELL A STORY

Communicating Ideas: Analysis of Literature/
Analysis of Arugment

The child pretends s/he is a book salesman. He tries to sell the story of his choice to the class by describing its strong points.

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Grade Level: 4-6
# of Students: Whole class o
small group
Time: 1 period

## STORY PUZZLE

Communicating Ideas: Analysis of Literature

Read or tell a simple story to the group.

Write in sentence form on strips of tagboard each main point of the story. Pass out strips to individual children.

The story is reconstructed by having each pupil read aloud his or her strip as it occurred in the story.

Grade Level: 4-6
# of Students: Whole class
Time: on-going

Communicating Ideas: Analysis of Literature

Assign a different type of literature to be read each month. Each student would give a short oral report of the book s/he read.

Mystery
Biography
Other Times
Animals
Sports
Science
Love and Romance
Humorous
Americana

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Grade Level: 4-6
# of Students: Class
Time: 1-3 periods

**TRAVEL, INC.**

Communicating Ideas: Analysis of Literature

Ask each pupil to choose a favorite book s/he has recently read and enjoyed.

Ask the student to think about the location or setting where the story took place.

Provide travel folders and brochures. Allow pupils to become acquainted with the methods and techniques used to create a desire in the reader of these materials to visit the places which they advertise.

Ask each pupil to create a travel folder inviting the reader to visit the location where his/her chosen story took place.

Invite each pupil to show his/her travel folder and tell why other readers would enjoy this particular book.

Grade Level: 7-9
# of Students: Individual
Time: 2-3 periods

## CHARACTER/IDEA ANALYSIS

Communicating Ideas: Analysis of Literature, Oral Summary

Assign a character type or main idea to each student. Ask the students to prepare a short talk (2-5 minutes) using stories they have read which illustrate the character type or main idea they've chosen. Each story should be summarized and commented upon as it relates to the character type or idea.

| Possible Character Types: | Possible Main Ideas: |
|---|---|
| the villain who "cleans up his act" | death |
| the disobedient child who learns a lesson | fear |
| the runaway teenager | courage |
| | growing up |
| | happiness |

---

Grade Level: 7-9
# of Students: 3-4
Time: 3-4 periods

## SOAP OPERA

Communicating Ideas: Analysis of Literature

Choose a soap opera such as Dallas, General Hospital or The Guiding Light and parody a scene. Include dialogue, body control, setting, props, and characterization in the preparation of the script.

The delivery or presentation emphasizes perception of task, perception of audience, expressive language, spontaneity and timing, and body movement.

A possible follow-up activity is writing original soap operas.

Grade Level: 4-9

## RIDDLE REVIEW

# of Students: Class

Communicating Ideas: Analysis of Literature/
Creative Use of Language

Time: 15-30 Min.

After reading a series of stories, plays, poems, etc., the teacher devises a series of humorous riddles about the settings, characters and authors. (Movies, comic strips and TV shows can also be used.) The students listen to the riddles and try to identify the thing being described. After students have grasped the concept, they can contribute to review sessions by composing their own riddles.

Examples:

I argue with disappearing animals, talking cards, and rabbits. Who am I?
I'm a TV doctor with the eye of a bird. Who am I?
I'm a mouse you can slip into a drink. Who am I?

(Answers: Alice in Wonderland, Hawkeye from M.A.S.H., and Mickey Mouse)

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Grade Level: 7-9

## SYMBALISM

# of Students: Class

Communicating Ideas: Analysis of Literature

Time: $1^{+}$ period

To help students understand natural symbols, poems may be used. One example is "Desert Places" by Robert Frost. Read the poem aloud to the class and ask questions about the meaning. Since questions depend on the students' understanding of symbolism, they should be planned accordings. Copies of the poem should be distributed after it is read aloud.

Questions:

What is the mood or emotion conveyed by the poem?
What specific words evoke that mood?
Suggest other words that denote loneliness.

Ask students to compose haikus, cinquains, definition, or two sentence poems which suggest loneliness without using that word or its derivations. Poems may be read aloud to the class or small groups. Other poems referring to the same theme should be read and analyzed next. Other objects may be listed; then students should suggest an abstract idea represented by the object. (a tree, a path, a skylark, an island, a rose, a river)

Other poems which have different themes may be used next. Eventually students react to abstract terms by providing symbols for love, death, faith, authority, democracy, courage, integrity, freedom, communism.

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Grade Level: 4-9
# of Students: Whole group
Time: 3-4 periods

## FOLK LITERATURE

Communicating Ideas: Analysis of Literature

Explain and discuss a type of folk literature.

**MYTH** - a traditional story, supposedly based on historical facts, concerning a god, goddess or historical figure; it usually serves to explain a phenomenon of nature.
**LEGEND** - a popular traditional story usually dealing with some wonderful event from distant history; deeds are attributed to the legendary hero.
**FABLE** - a fictitious story in which animals act and talk like people; it usually has a moral.
**FAIRY TALE** - a story about fairies, giants, and magical deeds.
**FOLK TALE** - a story, often with mythical and legendary qualities, with origins among the common people, passed from generation to generation.
**TALL TALE** - a story which depends on exaggeration and "semi-historical" characters.

Identify and discuss the different characteristics of each form - for example: godlike, humans, talking animals, repetition, magic, etc. Let the students work in small groups and have them create modern counterparts for the genre and present them to the class.

Grade Level: 4-9
# of Students: Groups
Time: 1 period

## CONVENTIONAL SYMBOLS

Communicating Ideas: Analysis of Literature

This activity introduces students to symbols on a simple level, the images which they encounter in their daily lives.

Preparation: Assign the class to problem solving groups of 5 or 6 members each. Prepare a ditto of pictures and lists of familiar conventional symbols. These can be the "traditional" ones such as: U.S. Flag, Red Cross, barber shop pole, traffic signs, animals of political parties, the shamrock, the crown, the wedding band, mathematical signs; or fun commercial images: The Morton Salt Girl, The Quaker for Quaker Oats, the Marlboro tattoo, Arm and Hammer's logo, Tony the Tiger, Reddy Kilowatt, etc.

Procedure: First introduce and discuss a few of these symbols with the class, functionally defining a symbol in the process. Then have the class move into their groups, providing each group with the dittoed symbol sheets. Each group must identify as many symbols as possible in a given amount of time. Each student records the group's answers to be passed in and graded.

Follow-up: Discussion should focus on how these symbols came to stand for what they do. Which make sense; which are arbitrary?

Grade Level: 4-6

# of Students: small groups

Time: 1-2 periods

## WHAT DO YOU SEE?

Communicating Ideas: Logical Thought

Have several pupils write a description of the same person or same thing. In small groups each student reads his/her paragraph aloud. The other group members must list one similarity and one difference in the way the group members view each subject. Class discussion would focus on the individual interpretation of the same subject.

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Grade Level: 4-6

# of Students: Whole Group

Time: 1-3 periods

## THE BROWN BEAR IS BACK

Communicating Ideas: Logical Thought

Write a simple statement like "The Brown Bear is Back." Ask students to supply a cause and possible effect and use the three statements as the basis of a complete story! Possible variations include small group discussions as well as an oral presentation of the completed story.

Grade Level: 4-6

## TRAVELING TALES

# of Students: Whole Group

Communicating Ideas: Logical Thought, Listening

Time: ½ - 1 period

Preparation: mount pictures of various subjects on 9 X 12" paper.

Five students come to the front of the room. Give each student a picture. The first one must begin telling a story that is related to his picture and may continue as long as he wishes. Whenever he stops, the next person must continue with the story and incorporate his picture into the story. This continues until each child has had a turn. The last student must bring the story to a conclusion.

This activity may be done without the picutres. One student would begin telling a story and at any given time may point to another student who must continue the story.

Grade Level: 4-6

## MYSTERY BOX

# of Students: Class

Communicating Ideas: Logical Thought

Time: 2-3 periods

Prepare a "mystery box" for each pupil. This can be done by using a picture of an object put into an envelope or by bringing an object from home and placing it in a box. Each pupil makes his/her own "mystery box."

Two pupils exchange "mystery boxes." By the use of questions, each tries to discover what is in his box without opening it. When s/he feels s/he has gained all the necessary information, s/he writes a story pretending that s/he is the object in the box.

When all are finished, pupils read their stories aloud to the class. Then the student opens the "Mystery Box" to reveal the identity of the object.

Grade Level: 4-6

**VERBAL PROBLEM SOLVING**

# of Students: Class or small group

Communicating Ideas: Logical Thought Patterns

Time: 1 period

Directions: Prepare tagborad strips on which phrases have been printed:

While walking through the woods you found a wounded baby squirrel...

Your best friend tells you he does not want to accept your invitation to spend the night at your house...

When no one is at home except you, you accidentally break your mother's best china cake plate...

You forgot your lunch for the school picnic and there is no time to return home for it...

Your little brother continues to play in your room after you have asked him not to...

You have moved to a new neighborhood where you don't know anyone and you see children your own age playing together near your house...

On your way to the school cafeteria, you find a five dollar bill in the hall...

You see the boy sitting next to you cheating on a spelling test...

It is the weekend of your scout campout and you receive a letter saying a first cousin of your own age from another town is coming to visit you for the weekend...

It is the week before Christmas and you do not have enough money to buy gifts for everyone in your family...

Ask each pupil to draw one strip, read it to himself and think about how he would solve the problem.

Ask the students to take turns reading their problems aloud and presenting their solutions. Remind them to use complete sentences.

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Grade Level: 5-6

**COMPARING**

# of Students: Individual

Communicating Ideas: Logical Thought Pattern

Time: Class period

Instructions to the student:

Get an old picture of one of your parents. Study it well. How do you and he or she seem to be alike? In what ways do you think you will be different? Would you have liked each other if you could have met your parent at this age? Prepare an oral report for presentation to the class.

Grade Level: 7-9

## ORGANIZATIONAL PATTERNS

# of Students: Class

Communicating Ideas: Logical Thought

Time: 2-3 periods

First discuss with the class the various organizational patterns (i.e. time, space, importance). Then, on the blackboard provide a list of possible topics for an oral presentation. Call on individual students to select a topic and an appropriate pattern. Finally, ask the student to provide at least three subtopics using the pattern he has chosen. For example:

Studying for a Test (Order of importance)

A. Gather and organize notes
B. Choose an appropriate area
C. Avoid all distractions (radio, TV, etc.)

Suggested topics:

writing a book report
cleaning the garage
repairing a bicycle
what to do if you're sick
proper equipment for skiing
how to make a paper flower
frying a chicken
having fun in the summer

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Grade Level: 7-9

## RANDOM OPINION SURVEY

# of Students: Class

Communicating Ideas: Logical Thought, Listening

Time: 1 period

Choose either an issue discussed in social studies, significant questions about literature, or current events topics and formulate a list of questions with the class. Designate an interviewer to poll individuals in the class concerning their opinions. Depending on purpose, this may be used as a motivational technique or a summarizing device. Guidelines should be established such as answering in complete sentences and qualifying the response with specific reasons.

Grade Level: 4-9

## WHICH IS DIFFERENT?

# of Students: Whole Class

Communicating Ideas: Logical Thought Patterns

Time: 1 period

List a group of items orally to the class that are similar in some way. Include one item that is not similar. Ask the class to listen and pick out the item that does not belong. Have them tell what is similar about the other items and why the one item does not belong.

Older students may be able to handle longer lists of items with a closer relationship in a certain content area.

Examples:

garage, motel, hotel, house, inn, apartment
rose, tulip, gardenia, radish, daisy, lily
tea, coffee, juice, milk, crackers, cocoa

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Grade Level: 4-6

## WORD FREEDOM

# of Students: Whole group

Communicating Ideas: Creative Use of Language

Time: 10-30 Min.

Begin by mentioning any word: for example, "moon". The first player repeats your word and adds the very next word that enters his mind. He might say "moon - sun". The next player could say "sun - daughter" and so forth until each child has had a turn. This is an excellent game to encourage ingenuity and free association.

Grade Level: 4-6

# of Students: Whole Group

Time: 10-20 Min.

## SILLY SENTENCES

Communicating Ideas: Creative Use of Language

Silly sentences are fun to write and read aloud. Write sentences having as many words in them as possible starting with the same consonant sound. (alliteration)

Adam's alligator ate all of Adam's apples.

Grade Level: 7-8

# of Students: Class

Time: 1 period

## CONNOTATION/DENOTATION

Communicating Ideas: Creative Use of Language

Have students listen to certain words and either draw or describe what the word implies (dessert, vacation, college, etc.). Discussion should focus on the differences in interpretation of words.

Grade Level: 7-9

## THE VALUE OF A WORD

# of Students: Small group

Communicating Ideas: Creative Use of Language

Time: 1 period

Put a list of words on the board (truth, love, freedom, religion, success, power, etc.). Have each student copy the list and arrange them in order of personal importance. Then have each student compare his list with three or four other students to see if they can develop a group concensus of what are most and least important.

The discussion develops a sharing of experiences and introduces students to the personal interpretation of abstract words when they are used out of any specific context.

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Grade Level: 6-9

## THINK AND LAUGH

# of Students: Individual/Class

Communicating Ideas: Creative Use of Language

Time: on-going

Jokes, cartoons, and riddles need punch lines. On a bulletin board list just the beginning lines or the cartoon pictures. Under each cartoon or riddle or joke line, place a paper bag. Have students write their own punch lines. On Monday, empty the bags and type a ditto for each stimulus listing all of the students' responses to that stimulus. Have students go over the responses orally and decide which ones really fit and which are the funniest.

Grade Level: 4-9
# of Students: class
Time: 5-15 Min.

## HINK-PINKS/HINKY-PINKIES/HINKITY-PINKITIES

Communicating Ideas: Creative Use of Language

The idea of this game is to come up with a rhyming adjective/noun combination which answers the definition. Hink-Pinks are 1 syllable words, hinky-pinkies are 2 syllable words and Hinkity-Pinkities are 3 or 4 syllable words.

For example:

### HINK-PINKS

aviator (fly guy)
cheerful father (glad dad)
depressed priest (sunk monk)
excaped fowl (loose goose)
funniest joke (best jest)

### HINKY-PINKIES

chicken purchaser (fryer buyer)
jumping bird (jerky turkey)
giggling man (merry Gerry)

### HINKITY-PINKITIES

childbirth at the North Pole (chivery delivery)
one crazy about theatre (dramatic fanatic)

---

Grade Level: 4-6
# of Students: 2 and class
Time: 20-30 Min.

## WHO IS RIGHT?

Communicating Ideas: Analysis of Arugment

Choose two children to discuss differing view-points on a situation that would be relevant to their life. (Example: two boys arguing over a minor bicycle accident)

Have them try to convince each other as to their own innocence. The rest of the audience listens and decides which child gave the most convincing argument.

Grade Level: 4-6

# of Students: Whole Group

Communicating Ideas: Analysis of Argument

Time: Whole period

Have students as a group dictate a long list of nouns, which are written on the board. Cover the list with a pull down map or large sheet of paper, and ask students to contribute a long series of adjectives, which are also listed on the board. Then have students draw lines at random combining one word from the noun list with one word from the adjective list, thereby forming two-word descriptions which may be poetic, incongruous, or even contradictory - for example, voilent sunflower, pulsating apple. These combinations are listed, and the students give suggestions for justifying combinations.

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Grade Level: 7-9

USING VERBAL SUPPORT

# of Students: Individual

Communicating Ideas: Analysis of Argument

Time: 2-3 periods

Supply a list of declarative statements that can be proven true. Have students choose a statement and gather material from at least two sources to support it. Sources may be either experts in the area or current reading material in a library. Try to encourage the use of visual aids.

The students will orally present their information, giving a brief introduction to their topic, stating the main idea, and supplying the supporting detail.

Suggestions:

Seat belts can save your life.
Dreaming is necessary for good health.
The handicapped are able workers.
Contact lenses are better than glasses.
Man is the forests' greatest enemy.
Color affects people's emotions.

Grade Level: 7-9

REFUTATION

# of Students: individual group/class

Communicating Ideas: Analysis of Argument, Listening

Time: 1-3 periods

Analyze quotations from various political leaders and separate the emotional impact from logical process.

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
I have a dream today." Martin Luther King

"Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, appose any foe to assure the survival and the success of liberty." John F. Kennedy

"Some men see things as they are and say why. I dream things that never were and say, why not." Robert Kennedy

"I have no new dream to set forth today, but rather urge a fresh faith in the old dream." Jimmy Carter

"The earth is the mother of all people. And all people should have equal rights upon it." Chief Joseph

Experiment with reading the quotations through variations in phrasing and voice quality.

Grade Level:

# of Students:

Time:

Grade Level: 4-9
# of Students: class/group
Time: 1 period

## ARGUABLE TOPICS

Communicating Ideas: Analysis of Argument

Differentiate between fact and opinion through an example written on the board.

1. An English test was given on Thursday.
2. It is advisable to give tests after completing a unit of study.

Ask students to provide examples of facts and opinions.

Differentiate between topics which can be debated and those that can be researched and proved in a matter of minutes.

1. John McEnroe won the Wimbledon three times.
2. The Yankees won the World Series in 1979.
3. An energy source should be found to replace oil which is imported from the Middle East.
4. Women should be drafted into the service.

Divide the class into groups.

Classify the following topics as arguable or nonarguable. State your reason.

1. Sprite tastes better than Coke.
2. Girls are more mature than boys.
3. Studying while listening to the stereo is beneficial.
4. Too much money is spent on the space program.
5. The draft should be abolished.
6. A student senate is preferable to student council.
7. Amateur sports strengthen a person's character.
8. Women are more intelligent than men are.

Grade Level: 4-9
# of Students: Whole Class/ Small Group
Time: on-going

## WHAT'S IN THE NEWS?

Communicating Ideas: Analysis of Argument

Using an appropriate letter to the editor, editoral from the newspaper, or Weekly Reader, have the children read through the article and orally distinguish between facts and opinions.

A debate may be generated as to whether or not the opinions are justified.

Older students should be asked to point out the techniques of support (statistics, testimonial analagies, etc.), techniques of reasoning (induction, deduction, and cause and effect), and the validity of arguments.

(Students may also be asked to write their own letters.)

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Grade Level: 4-6
# of Students: Group Work
Time: 2 periods

## RADIO TALK

Communicating Ideas: Oral Reporting

Have the students cut out or draw a picture of a CB radio (citizen's band) and glue it to a piece of cardboard. Supports may be glued to the back of the picture to allow the radio to stand.

Students may select their own radio call numbers and "handles."

Students position themselves around the room in small groups and pretend to talk to each other through their radios. Each student conducts a personal interview of a CB radio owner and later reports to the class what he or she has learned about that person.

Grade Level: 4-6

# of Students: Whole class

Time: 2-3 periods

## PEOPLE BOX

Communicating Ideas: Oral Reporting

Ask pupils to think about a V.I.P. (can be an important person in their lives or a historical figure)

List descriptive words and phrases on the board that can be used to describe people.

Using a paper cube that the pupil can make from white construction paper, have the pupil select one V.I.P. and use four sides of his cube as follows:

| | |
|---|---|
| Side 1: | Name of V.I.P. and either importance of the person or the relationship of V.I.P. to student. |
| Side 2: | Words which describe the character of this person |
| Side 3: | A sentence or two which tells how the pupil feels about the V.I.P. |
| Side 4: | A picture of the V.I.P. |

When each pupil is finished, s/he will show the rest of the class the final project and tell about his/her own V.I.P.

This can also be done using a favorite character from a book they have read.

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Grade Level: 6-8

# of Students: whole group

Time: 2 periods

Communicating Ideas: Oral Reporting, Listening

In the center of a 12" X 18" piece of paper draw a 6" X 8" frame. In this frame the student draws a self-portrait. The borders will be filled in collage style with textures, colors, fragments of flat things, photographs and magazine pictures to represent ideas or things that are important to them. The student would then prepare an autobiography and present it to the class while displaying his finished art work.

After the presentation, the audience would discuss the question, "Did the collage reflect the student's individual and unique life?"

Grade Level: 7-9

## TV AND RADIO REPORTING

# of Students: class

Communicating Ideas: Oral Reporting

Time: 3-5 periods

Create situations in which students outline, write, and present assignments which are based on radio or television programming. Depending on the purpose, the assignments may vary in depth. Some of the following are possible suggestions:

Announcements (morning, assembly, program, sports, banquet)
Discussion Programs (integrated with content area, a work of literature, current events)
News Programs (school, local, state, national, international)
School reports (summaries of research papers, reports assigned in other content areas, an assigned speech)
Guest editorial (assign topics of varying lengths)
Interviews (historical figures, politicians, rock stars, celebrities, teachers, scientists, administrators)
Commercials (original products or known products)
Talk shows (community members, other teachers, students)
Sports commentaries (school athletics, reports of games, college or professional sports heroes)

Grade Level: 4-9

## CAREER DAY

# of Students: Individual

Communicating Ideas: Oral Reporting

Time: 5-10 Min.

Intermediate: Using old catalogs and magazines, have students cut out pictures of items which represent certain careers (typewriter, trumpet, microscope, etc.) and prepare a career banner based on jobs they are interested in. Students can share this banner, along with basic information on each career gathered from encyclopedias, etc.

Junior High: Students may interview a person in a particular job and report on that interview (and the job) to the class.

Grade Level: 4-9

## DIRECTIONS, PLEASE

# of Students: Individual

Communicating Ideas: Oral Reporting

Time: 2-3 Min. Each

Assign "how to" topics for oral reporting which require each student to demonstrate a process, give directions for playing a game, etc. The student may use props and outline notes if necessary.

Suggested topics

- making paper airplanes
- setting the table
- playing baseball
- ping-pong
- repairing a bicycle tire
- how to reach a particular destination
- skiing
- baking a cake

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Grade Level: 4-6

## MIRROR

# of Students: small/whole group

Communicating Ideas: Listening

Time: 10-15 Min.

In a small or large group, explain to the children that they are going to "mirror" the sounds you make. Use single letter sounds, single words, rhymed phrases, complete sentences, animal noises or plain nonsense words. Change the pitch and speed of your voice.* After you have given examples, let a child become the leader for the rest of the class.

Use a tape recorder and play back the sounds for the class to hear.

*Add gestures and facial expressions.

Grade Level: 4-6

**SIMON SAYS DO THIS**

# of Students: Whole class

Communicating Ideas

Time: 2 periods

Give a 3 X 5" card to each pupil. On each card write a set of directions telling how to make or draw something.

After the pupils have followed their directions, they show their products to the class and explain orally what they did. Other pupils listen to see if directions were followed correctly.

Example: Simon says do this:

1. Cut a picture of a boy from a magazine.
2. Paste this picutre on a piece of white construction paper. Paste it three inches from the bottom.
3. Draw three trees next to the boy.
4. Draw a tent next to the trees.
5. When you have finished, turn your paper over and draw your teacher.

---

Grade Level: 4-6

**DO AS I SAY**

# of Students: Whole group

Communicating Ideas: Listening

Time: 10-15 Min.

This is a game in which the class listens carefully to a set of directions and then tries to follow them exactly. Try these types of directions: (Say the whole paragraph while everyone listens - no writing or questions).

Write your name on the last line of your paper. Write the numbers 1 to 10 on line 4. Write the colors of our flag on line 9. (Repeat the directions twice; then students act.)

All boys with blue eyes are to line up against the back wall.
All girls with brown eyes stand near the windows.
Boys with brown eyes line up near the door.
Girls with blue eyes stand in front of the chalkboard.

Directions on folding paper, coloring certain squares on graph paper, etc.

Grade Level: 4-6
# of Students: Whole Class
Time: 10-15 Min.

## CITY SOUNDS/COUNTRY SOUNDS

Communicating Ideas: Listening

Lead a group discussion as to the kinds of sounds one would expect to hear in different settings (city or country).

Ask pupils to put their heads on the table, close their eyes and listen as the teacher makes a number of different sounds. (The sounds can be made on a tape recorder and then played back for the class.) Direct them to say "city sound" if the sound is one they would hear in the city and "country sound" if the sound is one they would hear in the country. Sounds such as the following may be made:

siren screeming
pig squeeling
cricket chirping
policeman's whistle
farmer calling pigs
newspaper vendor calling
automobile horns blowing
duck quacking
brook gurgling
whippoorwill calling
cow mooing
rooster crowing

Pupils may make sounds for their classmates to respond to.

Extend the use of classification skills by asking the pupils to categorize the sounds that are pleasant, the sounds that are alarming or frightening, the sounds that are funny and the sounds that are irritating or unpleasant. List these words on a chart to be placed in the creative writing corner to motivate students to write stories, poems, or plays.

Variations: day/night sounds; inside/outside sounds; winter/summer sounds.

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Grade Level:7-9
# of Students: groups of 3
Time:1 period

## GROUP DISCUSSION

Communicating Ideas: Listening

Designate groups of three students each. In each group appoint one as observer while the other two have a discussion, each alternating between the speaker and listener. The discussio should be unstructured, except that each speaker must summarize, to the satisfaction of the previous speaker, what has just been said. If the summary is correct, the process continues; if not, the others are free to interrupt and clarify. After 8-10 Min. the participants may switch roles and continue. (Controversial topics would be most effective.)

Grade Level: 4-9

## FASCINATING FACTS

# of Students: Whole Class

Communicating Ideas: Listening

Time: 10 Min.

Purpose: Students demonstrate the ability to answer factual questions after an appropriate selection has been read aloud.

Method: The newspaper is a great source of material lending itself to questions on facts (or interpretation). The chosen article is used aloud. Questions may be written or "unveiled" at the conclusion of the reading. The questions may be stated orally before and/or after the reading. The reading may or may not be repeated. The number and difficulty of questions can be adjusted to grade level.

The article, "Tell Me Why," taken from The Post Standard is a good example of the type of material available in newspapers, and suitable for classroom use.

Questions:

1. How many inches does a hair grow in a month?
2. Does hair grow at the same speed day and night?
3. Who has fewer hairs, blonds or brunettes?
4. Roughly, how many hundred thousand hairs does man have on his body?
5. Whose hairs live longer, men or women?

From "Business Briefs" in the July 7, 1981 Syracuse Post Standard.

Questions:

1. To what price did gold drop?
2. When was the last time that the price was that low?
3. How long has it been since the dollar has been as "strong" against foreign currencies in general?
4. How long has it been since the dollar was as "strong" against the French franc?
5. What has made dollar investments attractive?

Grade Level: 7-9

**FISHBOWL**

# of Students: whole group

Communicating Ideas: Listening

Time: 1 period

Two circles are formed, one inside the other. The people on the inner circle decide upon a topic to be discussed and carry it out while those on the outer circle observe. Those on the outer circle look for the interaction patterns, the effects of various speakers, the emergence of leaders, etc. After a period of time the discussion is stopped to allow the observers to discuss the "process." The discussion may be evaluated in terms of what enhanced or what hindered the discussion. Circles may then switch roles.

from: Speech Communication: Galvin & Book

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Grade Level: 4-9

**"DAZE"**

# of Students: group

Communicating Ideas: Listening

Time: 10-20 Min.

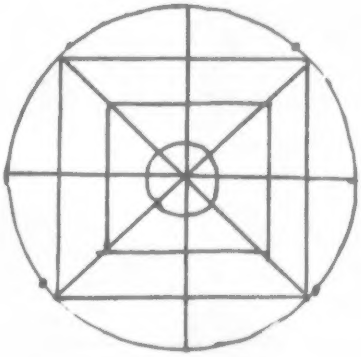
NOTE: This exercise should improve your skill in giving directions as well as improve your students' skill in listening and following directions.

Generate a geometric figure. (For example-------

Orally give your class the directions to draw the figure (but do not show the picture).

Read each direction only twice.

When students are finished, show them the picutre of the printed figure and the printed directions.



Grade Level: 4-6

# of Students: Small Group

Time: 1 period

## CONVERSATION

Creative Dramatics: Perception of Task

Discuss conversations with your class. Many conversations start with a question. Make a list on the board of ideas that the children have of good conversation starters.

Using the conversation starters, place the children into small groups. Give each group a conversation starter. Within their group, they are to work up a 1-2 minute conversation, using their conversation starter, to be given in front of the rest of the class.

After the conversations have been given, disucss the better points of their conversations.

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Grade Level: 4-6

# of Students: Individual

Time: 15-20 Min.

## CROSSING THE ROOM

Creative Dramatics: Perception of Task

Write the following sentences on the chalkboard or on a sheet to be given to each child. Each sentence is the same except the verb has been changed. Ask children to choose a sentence to demonstrate.

1. The girl tramped across the room.
2. The girl ambled across the room.
3. The girl strutted across the room.
4. " " tiptoed " " ".
5. " " flew " " ".
6. " " staggered " " ".
7. " " marched " " ".
8. " " danced " " ".
9. " " dashed " " ".
10. " " crept " " ".

The children can then use these words in a paragraph to describe walking along a busy downtown street.

Grade Level: 4-6

## SALESMAN'S PITCH

# of Students: Class or small grou

Creative Dramatics: Perception of Task

Time: 2 periods

Provide an assortment of magazines, scissors, paste and paper.

Lead a discussion of our dependence on machines. Emphasize some of the specific machines we use daily such as: lawn mower, air conditioner, pencil sharpener, dishwasher, hair dryer, vacuum cleaner, typewriter, bicycle, automobile, wheelbarrow.

Ask each pupil to cut one picture of a machine he would like to "sell" from a magazine, mount it on construction paper and print a two to three line sales caption under it.

Provide time for role playing to enable each student to try to "sell" his machine. Remind them: to plan the sales pitch carefully; not to waste words; to use positive rather than negative words; to try to convince the prospective customer that he needs the machines; to end with a sentence planned to get an immediate and final answer.

As the different presentations are critiqued by the pupils, a "Super Salesman" award might be presented to the most persuasive speaker.

Variations: barkers selling tickets at side shows; sidewalk venders; travel agents; book salesmen.

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Grade Level: 4-6

## ANIMAL ACTIONS

# of Students: Individual/ class

Creative Dramatics: Perception of Task

Time: 5-10 Min.

Tell the children that they must listen very carefully to what you are about to read. Explain that you are going to select someone to be the animal about which you will read. Then read the following paragraph (or similar one).

"The wild horse stomped his left foot angrily. He looked around, bent his head down and hungrily snatched a mouthful of grain. He snorted with pleasure and gallopped off."

The child selected must then perform all of the actions in the order in which they were given. The more actions, the more difficult the game.

Grade Level: 7-9
# of Students: Pairs
Time: 1 Min. each

## ONE MINUTE ARGUMENT

Creative Dramatics: Perception of Task

This activity develops the student's ability to focus on one element of characterization - in this case righteous indignation. The object is to maintain this emotion for a given length of time: 1 minute.

Students are paired. Onepair at a time stands in front of the aucience and one member begins an argument with a line supplied by the teacher. The pair must continue the argument for at least one minute. As students develop their skills, remind them to be sure to supply the ending as well as the beginning and middle.

Suggested Starters:

Turn off that dumb TV!
You never like any of my friends.
I think you've had enough.
You're driving too fast.
You call that music?
I'd rather walk.
I don't want to play!
What do you mean you don't like it?

---

Grade Level: 4-9
# of Students: 2-10
Time: 5-10 Min.

## "IMAGINARY CATCH"

Creative Dramatics: Perception of Task/Body Control

Purpose: This is a standard acting warm-up exercise which demands some visualization and mime.

Method: Students form pairs, trios, or a circle and toss an imaginary ball from person to person. Each student should be encouraged to try to "see" and "feel" the ball, which may be thrown at different speeds and heights, bounced off the floor, and so on.

In an interesting variation, the ball may change shape, size, and weight as the participants decide, or as the teacher indicates.

Grade Level: 4-9

## "ESCAPE"

# of Students: Individually

Creative Dramatics: Perception of Task/Body Control

Time: 1-2 Min.

This exercise requires the student to visualize a setting, to believe that s/he is in that setting and to control movement as s/he interacts with the setting.

Students should prepare, in advance, a written description of a place in which they are trapped, including dimensions, location, how they were trapped and how they plan to escape. These should be checked and revised by the students and teacher. When called upon, the student stands (back to audience) until s/he is ready to begin. As the student turns, s/he should begin to mime attempts to escape (the area should be defined by the end of the escape perofrmance.) It is entirely possible for a student to "choose" not to escape.

The class may be asked to describe the setting and the exact way in which the person escaped (or why they didn't).

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Grade Level: 4-9

## ORAL INTERPRETATION OF A POEM

# of Students: Individual

Creative Dramatics: Perception of Task

Time: 3-5 Min.

Have students select a descriptive or narrative poem that appeals to them personally. It should be short (1-3 Min.) (See below for a list of suggestions.) They should then analyze the poem on an activity sheet including the following information: unfamiliar words and meanings, speaker, listener, setting, plot, lines which contain the climax, mood, theme, and relationship to personal experience. When the activity sheet is completed, a brief introduction should be prepared to present along with the oral reading.

Suggestions:

"Birches" - Robert Frost
"Fire & Ice" - Robert Frost
"Annabell Lee" - Edgar Allan Poe
"Casey at the Bat" - Ernest Thayer
"Danny Deever" - Rudyard Kipling
"Paul Revere's Ride" - Longfellow

Grade Level: 7-9

**RERUN**

# of Students: Individual

Time: 10-15 Min.

Creative Dramatics: Perception of Task

Have students prepare a short presentation and arrange to have it delivered in one other classroom in addition to your own. In one situation keep the gestures and facial movements to a minimum. In the other situation emphasis should be placed on these non-verbal factors. Have each audience fill out reaction sheets and compare the results.

(For example, have the student give the same directions to two groups using this method.)

Grade Level: 7-9

**TELL A STORY**

# of Students: pairs/class

Time: 1-3 periods

Creative Dramatics: Perception of Audience

Break the class into pairs. Ask each pair to select a children's story (preferably one dealing with fantasy or one written in rhyme). One student is to prepare the children's book for class presentation as though the audience consisted of young children. The other is to tell the same story, rephrasing it to fit the appropriate grade level.

After the readings, the class should discuss the special adaptations needed to make both versions interesting and appropriate for the respective audiences.

Grade Level: 4-9

## TV SCRIPT

# of Students: small groups

Creative Dramatics: Perception of Audience

Time: 1-2 periods

In small groups, have your children write a television script for a story (or poem) which they have enjoyed reading.

They should pay attention to the following: number of scenes; characters; location; and summary of main happenings of each scene.

Have the group select the characters they would like to portray and act out the presentation for the rest of the class.

Discuss with the students the differences between writing a script and actually performing it.

Grade Level:4-9

## DRAMATIZING A TV COMMERCIAL

# of Students:small groups

Creative Dramatics: Perception of Audience

Time:1-2 periods

Form small groups (4-6 students). Ask each group to invent a new product for which they will create a TV commercial. Have them discuss and choose: the type of product (food, car, game, shampoo), the brand name; the descriptive words to be used; and the intended audience.

The groups should create a script and rehearse it, focussing on the goal of selling the product to the intended audience. After preparation is finished, the groups perform their commercials. The class can either guess the intended audience or play the roles of the particular audience in responding to each commercial.

Grade Level: 4-9

**ANNOYING**

# of Students: class

Creative Dramatics: Perception of Audience

Time: 3-5 Min. each

Select a child to read a short selection. Tell the child before s/he speaks to do some annoying things while s/he is speaking.

It is the job of the audience to discover what the speaker is doing that is annoying. After the speaker is finished, discuss these things:

Examples:
- No eye contact with audience
- Rocking back and forth
- Speaking too softly
- Hiding behind the book
- Facing the wall
- Playing with hair, jewelry
- Chewing gum
- Mumbling
- Constant wetting of lips
- Poor phrasing

Grade Level: 4-9

**JOKER'S WILD**

# of Students: whole class

Creative Dramatics: Perception of Audience

Time: 5 Min. each

This activity requires the student to look for and analyze audience reaction to a performance and to adjust behavior to audience response.

Preparation: Supply students with (or have them prepare) lists of jokes which each student will relate to the class. Reader's Digest, the "My Favoirte Jokes" section of a Sunday TV magazine and, of course, joke collections are some possible sources.

Procedure: The performer is instructed to leave the room for a few minutes. During his absence the teacher assigns different roles to class members. Some will be hecklers, some hysterical laughers, some emotionless stonefacers, some chucklers, and some who are absolutely bored, yawning and inattentive. (The performer knows that this situation is being prepared.)

The performer must behave in such a way as to win over his or her audience, and should be prepared to identify at least some of the role players, including those who did not maintain their role throughout the performance.

This activity can also be used for intermediate children by reducing the number of students in the audience assuming negative roles. The reader or speaker is asked to watch for the 2-4 students who are "listening" as they should be so he can identify them when he is finished.

Grade Level: 4-6

**WHO AM I?**

# of Students: Individual

Creative Dramatics: Characterization

Time: 2-3 periods

To involve the children in a unit on Poetry, find and read aloud some poems about animals. Pupils may want to make a haiku about an animal. They may want to draw an imaginative picture of an animal and write a poem about it.

Have the children find a poem in the library about an animal. In front of the rest of the class have the child act out what this animal is doing in his/her poem. The rest of the class tries to guess what kind of animal the poem is about. He then reads the poem to the class.

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Grade Level: 4-6

**TELL IT LIKE IT IS**

# of Students: class or small group

Creative Dramatics: Characterization

Time: 2 periods

Provide paper bags, crayons, paste, colored paper, buttons, yarn and other materials for the pupils to use to make paper bag puppets.

Ask each pupil to make a paper bag puppet to portray an animal.

When the puppets are completed, ask the pupils to move their chairs to form a circle and place the puppets under their chairs.

Ask each pupil to take a turn to stand in the center of the circle with his/her puppet. Pretending his voice is the voice of his puppet, he may use three complete sentences to describe himself to the group.

Example: I am a small animal with brown fur. I live in a hole in a tree. I eat nuts and berries and sometimes I steel bird's food. Who am I?

The pupil who identifies the animal by using a whole sentence describes his animal next. (Example: "I think you're a squirrel.")

The game continues until all pupils have had a turn.

Grade Level: 4-6

## MAKING BELIEVE

# of Students: Individual

Creative Dramatics: Characterization

Time: 2-5 Min.

Paint a "make believe" house on a large sheet of cardboard. The front should be large enough to hide a student. Cut out one window of the house as a display window.

Have the children either bring in a toy item from home or cut and paste a picture of a single toy item on a card.

Each student pretends his toy (or picture or a toy) has come alive for the day and is speaking about its experiences. The student should display his toy or picture in the cut-out window of the house. While sitting behind the cardboard house, the student expresses (in first person) the toy's reaction to being alive. (The student may also respond to questions asked by classmates.)

Grade Level: 9+

## CHARACTER SKETCH

# of Students: groups (4-5)

Creative Dramatics: Characterization

Time: 1-2 periods

Ask students to observe at length a real person without his knowing it. They should note internal qualities (background, mentality, values, temperament) and external qualities (posture, movement, mannerisms, voice, appearance). Then, assuming that character, ask students to role play in a given situation. The class should then discuss the scene in terms of personalities and behavior.

Any of various public places would be suitable for ovservation (resteraunt, airport, park, library, supermarket).

Suggested situations: people in a doctor's office
people gathered at a garage sale
people gathered at a picnic
people waiting for a late bus

Grade Level: 7-9

# of Students: small group

Time: 2-3 periods

## DEAR ABBY

Creative Dramatics: Characterization

Have students break into small groups and collect several "Dear Abby" columns dealing with the problems of teenagers. (You may want to secure a copy of one or several of her books for additional letters).

Each group should prepare a brief reader's theatre script using either real letters or original letters composed by students. One student assumes the role of Abby, another a narrator who introduces the letter writters and provides transitions, and the rest of the group become letter-writers.

After preparation, have groups share their performances with the class, discussing the various aspects of Abby's character shown in her advice to people with problems.

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Grade Level: 4-9

# of Students: Individually

Time: 2-3 periods

## CINDERELLA ON STEPMOTHERS

Creative Dramatics: Characterization

Have students choose a literary character and modern-day topic on which that literary character could offer advice. (These may be either serious or absurd.) Each student should prepare a short oral presentation to be delivered while assuming the role of the character.

Suggested Characters/Topics:

Robin Hood - Wilderness Camping
Snow White or Sleeping Beauty - How to Catch a Man
Witch in "Hansel & Gretel" - Cooking Tips
Little Red Riding Hood - Why you Shouldn't Talk to Strangers
Davy Crockett - Hunting Safety
Humpty Dumpty - Safety
Johnny Appleseed - Conservation
Mother Hubbard - Taking Care of Pets
Old Lady in the Shoe - Raising a Family
Jack (& the Beanstalk) - Gardening for Pygmies
Winnie the Pooh - Beekeeping
Alice (in Wonderland) - Why You Shouldn't Accept Things From Strangers

Grade Level: 4-8

## TELEPHONE CONVERSATIONS

# of Students: Class

Creative Dramatics: Characterization

Time: 1-2 periods

After discussing some of the circumstances evolving around telephone conversations, divide the class into pairs. Assign each pair a number which corresponds to a particular situation which is listed on the board. Students prepare the dialogue and practice the presentation.

1. girl to girl - one asks the other to stay all night
2. boy to boy - one asks the other to go fishing or to play ball
3. girl to boy - one asks the other for a homework assignment or other seemingly unimportant details
4. daughter to mother - permission to go shopping with a friend and her mother
5. son to mother - permission to go on a camping trip
6. daughter to father - stay at a friend's home for the weekend
7. son to father - permission to go to a game with a friend and parent
8. relative to boy or girl - an invitation to come and stay for a visit
9. grandparent to boy or girl - long distance/"keep in touch" call
10. neighbor to boy or girl - asks individual to do a certain job
11. nurse to student at home - nature of illness
12. teacher to student - asks to talk to parent

Situations may vary and eventually students will create their own. If telephones are available, they definitely add authenticity to the lesson.

Grade Level: 4-6

## CAN YOU GUESS HOW?

# of Students: small group

Creative Dramatics: Expressive Use of Language/Body Movement

Time: 1 period

Give a small group of children an incomplete sentence that lacks a word which would answer the question "how" something was done. (Example: The woman dressed.....) The group is to come up with as many adverbs as they can to complete the sentence.

Each group will demonstrate their words in front of the rest of the class. Reading the incomplete sentence first, the rest of the class tries to guess what word completes the sentence.

Grade Level: 4-6

POEM CYCLES

# of Students: Class

Creative Dramatics: Expressive Use of Language

Time: 1-2 periods

Choose several short poems which have a common topic or theme. Write them on large pieces of construction paper and mount them on the bulletin board. Connect them with a circular line. Write the theme or topic in the center.

Share the "cycle" of poems with pupils by reading or asking one or several of the children to read them aloud.

With the children, choose another topic. By using poetry and rhyme books, ask pupils to contribute poems centered around the new topic. Have the poems read aloud.

---

Grade Level: 5-6

# of Students: Class

Creative Dramatics: Expressive Use of Language

Time: 15-20 Min.

Divide into groups of two students each. Let several of the pairs of students try to convey three different emotions to the class by having each member of the pair say a single word "Hi" to the other. Use gestures and body movements. (Use different words.)

Grade Level: 4-6

## AUTHOR'S DELIGHT

# of Students: Individual

Creative Dramatics: Expressive Use of Language

Time: 1-2 periods

Locate several pictures which would be intriguing to your particular pupils.

Mount them carefully and attractively.

Set a "group" time to share the pictures and let pupils contribute ideas about what is happening in each picture.

Ask each pupil to choose one picture about which he would like to make up a story or poem. Tell pupils they may have a day or two to look at the pictures and think about their stories.

Prepare a place with a tape recorder and microphone. Invite each pupil to come to this place and tell his/her story. Ask him/her to give the story a title.

Tapes will be played back to the class (variation: the stories may be typed and placed in a booklet for all to enjoy).

Grade Level:5-6

## A TALE TO TELL

# of Students:Whole group

Creative Dramatics: Expressive Use of Language

Time:1-2 periods

Instruct students to select a folk tale to tell pictorally in six scenes. They will have to read the story carefully and plan well in order to convey the whole story to the audience.

Fold paper into six parts. Draw and color the six scenes. Tell the story from the drawing.

Grade Level: 4-6

## ORAL READING

# of Students: Class

Creative Dramatics: Expressive Use of Language

Time: 1 period

Ask students to prepare passages to read to the group from library books they have read. Have each select a passage that describes such things as the main character, the setting, or the mood.

Grade Level:4-6

## RHYME ROUND-UP

# of Students:small group

Creative Dramatics: Spontaneity/Timing

Time:2 periods

Write some familiar nursery rhymes on cards. Cut them apart in strips. Place the strips together in an envelope.

Give each group an envelope. The group must put the nursery rhyme in the proper order. Then as a group they will recite the nursery rhyme to the rest of the class.

Have students write their own nursery rhymes or limericks and have small groups act out the stories for the class.

Grade Level: 4-6

## CHORAL SPEAKING (I)

# of Students: Whole group

Creative Dramatics: Spontaneity/Timing

Time: 15-20 Min.

Read aloud "The Grand Olk Duke of York" with the **spirited** marching rhythm the verse demands, and then let students say it with you, keeping the voices light. After they have memorized the poem, let half of the children say it and, as the last word is spoken, see if the other half can pick up the first line in perfect rhythm and say the verse through.

Later, it is fun to begin this march softly as if far away, to grow louder as if the marchers were coming nearer, and then carry it far away again becoming fainter and fainter.

---

Grade Level:4-6

## CHORAL SPEAKING (II)

# of Students:Whole group

Creative Dramatics: Spontaneity/Timing

Time:20-30 Min.

The object of this activity is to explore the rhythms of poetry.

Discuss the rhythms of such movement words as walk, swing, run, hop, skip, gallop, or march.

Read various poems and have children tap the beat on their desk with their finger. Can they match the beat to one of the movements? You could have them do the movement as the poem is read again.

They may discover, too, the silent beat in poetry that is like the silent beat in a bar of music. They may compare the silent beat in poetry to the rest in music.

Examples: "Hippety Hop to the Barber's Shop"
"Ride a Cock Horse"
Milne's "Buckingham Palace"
Stevenson's "Windy Nights"
"The Grand Old Duke of York" (Mother Goose)
Fyleman's "Husky Hi"
"Blow Wind, Blow, and Go Mill Go" (Mother Goose)
"Hush-A-Bye-Baby"
Farjeon's "Piccadilly"

Grade Level: 7-9

**TAG LINES**

# of Students: 2 at a time

Creative Dramatics: Spontaneity/Timing

Time: 1-2 periods

Assign two students a tag line (final sentence) that must be used in an improvised scene. Students must determine a where, who, and what and must work up to using that final sentence logically.

Examples: "But it was Harry all of the time!"
"If you come closer, I'll scream!"
"So it's hello again."
"There goes the last one."

---

Grade Level: 4-9

**GRAB BAG**

# of Students: Individual or small groups

Creative Dramatics: Spontaneity/Timing

Time: 10-40 Min.

Prepare a collection of large and small brown paper bags containing 4-6 objects. (The crazier the objects, the more interesting the results.)

Uses of the grab bags:
- pupils prepare individual stories incorporating all of the objects
- small groups perform either silent improvisations or improvisations with dialogue incorporating all of the objects.

Possible Objects: apple, dart, horseshoe, paring knife, rock, pencil, two unmatched shoes, rainhat, pocket mirror, hairbrush, ribbon, measuring spoons, coins, greeting cards, photographs, empty soda can, package of flower seeds, plastic flower, children's sand toys, towel and washcloth, empty perfume bottle, broken toy and so on.

Grade Level: 4-9

## ALPHABET STORIES

# of Students: Individual or small group

Creative Dramatics: Spontaneity/Timing

Time: 1-2 periods

The teacher should obtain a copy of Berenstains' B Book* or another work of this type and orally present it to the class. After students have grasped the concept, they create (singly or in small groups) their own versions of stories using this alliterative technique. Finally, students present their stories (preferably memorized) to the class. It is important to have students present stories other than those they themselves have created.

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* Berenstains' B Book, by the way, begins like this.....

Big brown bear...Big Brown bear, blue bull...Big brown bear, blue bull, beautiful baboon...Big brown bear, blue bull, beautiful baboon blowing bubbles biking backwards...

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Grade Level: 4-6

## MAKE A FACE

# of Students: Individually

Creative Dramatics: Body Movement, Characterization

Time: 10-15 Min.

Have each child select a picture from a storybook that reflects a character's facial expression or body movements.

Have children (one at a time) assume the role of that character and without speaking, try to communicate the identity of the character to the class by using facial expressions and other types of movements.

Grade Level: 4-6

## PANTOMIME QUIZ

# of Students: small groups

Creative Dramatics: Body Movement

Time: 20-30 Min.

Make a list of simple words which rhyme with many other words which children can act out.

As each word is dictated to the group, pupils think of action words which rhyme and pantomime those words.

Other pupils guess the word being pantomimed and say the word. After several words have been pantomimed, the entire group repeats the rhyming words.

Examples: fun (sun, gun, run, nun)
dump (pump, jump, thump, lump, clump, stump)
say (gay, hay, day, lay, pay, ray)
hill (pill, still, bill)
rat (sat, pat, fat, mat)
rock (clock, tick-tock, mock, block, sock, dock)
Ned (bed, red, head, dead, Fred)
duck (stuck, luck, tuck)
hit (pit, sit, lit, bit)

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Grade Level: 4-6

## BAG OF TRICKS

# of Students: Class or small group

Creative Dramatics: Body Movement

Time: 1 period

Write directions for stunts or pantomine activities on folded strips of paper.

Place these in an interesting container. Direct pupils to draw a slip of paper, read it and act it out.

The pupil who guesses what the stunt is may either have the next turn or choose someone who has not had a turn.

Suggestions for stunts:

Pretend you are a school teacher.
Pretend you have won a million dollars.
Pretend to be a crying baby.
Pretned you have peanut butter stuck to the roof of your mouth.
Behave as if your team has just lost the ball game.
Pretend you are a shooting star.
Be a policeman directing traffic during a traffic jam.
Pretend you are in a sailboat on a windy day.
Act like a rag doll.
Be a twinkling light on a Christmas Tree.
Pretend you are the man in the moon
Pretend to be building a snowman.

Grade Level: 7-9

## WRITING IN SPACE

# of Students: Individual

Creative Dramatics: Body Movement

Time: 5-10 Min.

Everyone clasps his hands in front of him. With hands clasped write the alphabet (or any given word or words) in the air, using vigorous strokes.

Grade Level: 4-9

## "MIRROR"

# of Students: Pairs or Whole Group

Creative Dramatics: Body Control and Movement

Time: 5-10 Min.

Purpose: This is a warm-up activity which develops powers of observation, concentration, and mime.

Method: The activity consists of a student's efforts to move with another individual's motions. The students can work in pairs, with all pairs in the class operating at once, or with one pair "performing" in front of the class. In this situation the "leadership" may change almost inperceptibly to the other member of the pair.

As an alternative, the entire class may form a circle and follow a leader who stands in the center. Movements should be smooth and flowing, and as mirror-like as possible.

Music can provide structure and inspiration for the participants.

Grade Level: 4-9

**PANTOMIME** # of Students: one or more

Creative Dramatics: Body Control and Movement Time: 10-20 Min.

Students are assigned an emotion or activity which they must convey to an audience using body action only. A number of students can take the same assignment (to show how various movements can accomplish the same ends), or students can take different assignments, such as:

- opening a bottle, drinking from it, enjoying or rejecting its contents
- dressing or undressing on a cold winter's day
- reading a funny book
- watching a fight on television
- writing a letter, tearing it up and starting again
- watching or playing a ping pong game
- choosing, buying, wrapping, presenting a gift
- watching a parade
- washing and peeling potatoes, carrots, and onions

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Grade Level: 4-9

**MACHINATIONS** # of Students: small groups

Creative Dramatics: Body Control, Spontaneity & Timing Time: 10-30 Min.

Generate a list of common (or uncommon) machines and write the names (or functions) on a series of 3 X 5 cards. Break class into small groups and have each group choose a card. After some preparation (4-5 minutes), each group must perform its "machine" for the class. The class tries to guess the identity of the machine.

(NOTE: This exercise requires some warming-up exercises for best results. Try "Take a Walk" or "Body Warm Ups.")

Grade Level: 7-8-9

### ANIMAL ANTICS

# of Students: 3-8 players

Creative Dramatics: Body Control and Movement

Time: 1 period

Have students carefully observe an animal. They should specifically note body rhythm and action (head, tail, paws, etc.). In class they are to portray that animal with action and sound in an improvised scene. They should then transfer the animal's characteristics into human movements, sounds, and mannerisms. (For example, a frog may become a fat, solid businessman.)

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Grade Level: 4-9

### SHADOW PLAY

# of Students: Individual or small group

Creative Dramatics: Body Control

Time: 5-10 Min.

Children can act out parts of a story or play, casting their shadows on a sheet behind which there is a bright light. Simple props can be cut from paper and pinned on the sheet. Shadow plays may be done in pantomime or with voices and movement. Encourage the children to use various gestures.

Grade Level: 4-9

## BODY WARMUPS

# of Students: one or more

Creative Dramatics: Body Control and Movement

Time: 5-10 Min.

As a warmup exercise, the teacher selects three or four different activities, each of which includes a number of distinct bodily movements, while saying several sentences.

For example, a speaker says "I am angry. You did not hlep me whne you should have. When are you going to start?" The speaker must also stamp one foot on the floor, bang one fist on the table, shout, whisper and frown, in any order the speaker wishes.

Other accompanying movements could call for laughter, a running motion, applauding, crying, very slow arm movements, standing on one foot, touching the floor with both hands, raising hands over the head and others.

Purpose: encourage students to be uninhibited
show appropriate and inappropriate movements

Grade Level: 4-9

## TAKE A WALK

# of Students: one at a tim

Creative Dramatics: Body Control and Movement

Time: 10-20 Min.

Have students line up on one side of the room (or in two groups on either side if necessary) and walk across the room in the manner you indicate. (They should be instructed to try to believe in what they are doing and to truly visualize themselves in the given situation)

(Some teacher modeling may be necessary to get things rolling!)

SUGGESTED WALKS:

barefoot on hot sand/cold squishy mud/knee deep snow drifts
with left (or right) foot stuck in a bucket
into a 60 mile/hr. wind
carrying a suitcase loaded with stolen jewelry
to the electric chair/to the principal's office
to a date with your favorite person
to a class where a test is going to be given (and you have or have not studied)

Grade Level: 5-9
# of Students: Pairs or Groups
Time: 3-5 Min.

## "IMAGINARY OBJECTS"

Creative Dramatics: Body Control and Movement

Purpose: This is a standard theatre warm-up exercise which develops concentration, visualization, and mime.

Method: Students work in pairs or in a circle of up to one dozen participants. The teacher, or the first player imagines an object and mimes an activity which communicates what the object is. His partner, or the next person in the circle, then takes the object, first continuing the mime of the preceding player, then changing the mime to match a new "object." This continues until each member of the pair has had several turns, or until each person in the circle has had one or two turns.

Examples: egg beater, sewing needle, baton, comb, automobile jack, bicycle pump, boomerang, whip, newspaper, camera, binoculars.

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Grade Level:6-9
# of Students:one at a time
Time:2-3 Min.

## "INSTANT REPLAY"

Creative Dramatics: Body Control and Movement

Purpose: This activity requires a student to carefully observe and duplicate the mime of another student. It develops powers of observation and concentration as well as body control.

Method: Each student is expected to have prepared and rehearsed the mime of a simple activity such as getting dressed, sewing on a button, making a cake, etc. A student then presents this mime to the class and another student - forewarned or not - is required to get up and duplicate as closely as possible the first student's mime.

Grade Level: 7-9

SLOW-MOTION

# of Students: group

Creative Dramatics: Body Control

Time: 3-5 Min.

Players perform various activities in slow-motion. Movements and gestures should be large, flowing, almost over-emphasized. The object is for everyone to sense and adapt to the group tempo. Almost any physical activity can be used as the basis for this game.

Variation: Use the same idea in fast-motion.

Grade Level:

# of Students:

Time:

Grade Level: 4-9
# of Students:
Time:

## CHORAL SPEAKING (III)

Creative Dramatics

Choral speaking can be simply defined as group oral interpretation and often serves as an excellent activity for teachers to use for preparing students for individual oral readings and for improving dramatic skills.

The teacher should first choose a poem appropriate for the grade level and discuss the meaning, mood, action, etc. with the class. Then either alone, or with the class, the teacher marks the voices which will be used. It is usually better to begin simply (solo voice, "light voices", "dark voices" and group) and then move to more complex variations (sopranos, altos, baritones, basses, etc.)

The teacher (or a student) serves as the director and is responsible for controlling speed, volume, quality and for cueing the appropriate speakers.

### THE NEGRO SPEAKS OF RIVERS

by Langston Hughes

| I or II | | |
|---|---|---|
| Unison | Unison | I've known rivers: |
| LV | DV | I've known rivers ancient as the world<br>and older than the flow of human<br>blood in human veins. |
| DV | Unison | My soul has grown deep like the rivers. |
| LV | LV | I bathed in the Euphrates when dawns<br>were young. |
| DV | DV | I built my hut near the Congo and it<br>lulled me to sleep. |
| ½LV + ½DV | LV | I looked upon the Nile and raised the<br>pyramids above it. |
| Unison | DV | I heard the singing of the Mississippi<br>When Abe Lincoln went down to<br>New Orleans. |
| Unison | Unison | and I've seen its muddy<br>bosom turn all golden in the sunset. |
| Unison | Unison | I've known rivers: |
| Unison | LV | Ancient |
| Unison | DV | dusky rivers. |
| Unison | Unison | My soul has grown deep like the rivers. |

### THE SERPENT

by Theodore Roethke

| | |
|---|---|
| Solo 1 | There was a Serpent who had to sing. |
| ½ Group | There was. There was. |
| Solo 1 | He simply gave up Serpenting. |
| ½ Group | Because. Because. |
| LV | He didn't like his Kind of Life; |
| DV | He couldn't find a proper Wife: |
| Solo 2 | He was a Serpent with a soul; |
| Class | He got no Pleasure down his Hole.<br>And so, of course, he had to Sing.<br>And Sing he did, like Anything! |
| Sm. Group 1 | The Birds, they were, they were Astounded;<br>And various Measures Propounded<br>To stop the Serpent's Awful Racket: |
| Class | They bought a Drum. He Wouldn't Whack it. |

CHROAL SPEAKING (III) - Continued.

| | | |
|---|---|---|
| Sm. Group 2 | They sent, - you always sent, - to Cuba | |
| | And got a Most Commodious Tuba; | |
| Sm. Group 3 | They got a Horn, they got a Flute, | |
| Class | But Nothing would suit. | |
| | He said, / "Look, Birds, all this is futile: | Solo 3 |
| | I do not like to Bang or Tootle." | |
| DV | And then he cut loose with a Horrible Note | |
| | That practically split the Top of his Throat. | |
| Solo 3 | "You see," he said, with a Serpent's Leer, | Class |
| | "I'm Serious about my Singing Career!" | |
| Class | And the Woods Resounded with many a Shriek | |
| | As the Birds flew off to the End of Next Week. | |

## WAITING FOR THE BIRDIE

By Ogden Nash

| | |
|---|---|
| ½ Group | Some hate broccoli, |
| ½ Group | some hate bacon |
| Unison | I hate having my picture taken. |
| | How can your family claim to love you |
| | And then demand a picture of you? |
| | The electric chair is a comfortless chair, |
| | But I know an equally comfortless pair; |
| ½ Group | One is the dentit's, my good sirs, |
| ½ Group | And the other is the photographer's. |
| Unison | Oh, the fly in all domestic ointments |
| | Is affectionate people who make appointments |
| | To have your teeth filled left and right |
| | Or your face reproduced in black and white. |
| | You open the door and you enter the studio, |
| | And you feel less cheerio than nudio. |
| | The hard light shines like seventy suns, |
| | And you know your features are foolish ones. |
| | The photographer says, Natural, please, |
| ½ Group | And you cross your knees |
| ½ Group | and uncross your knees. |
| Unison | Like a duke in a high society chronicle |
| | The camera glares at you through its monocle |
| | And you feel ashamed of your best attire, |
| 1/3 Group | Your nose itches, |
| 1/3 Group | your palms perspire, |
| 1/3 Group | Your muscles stiffen, |
| Unison | and all the while |
| | You smile and smile and smile and smile. |
| | It's over; |
| ½ Group | you weakly grope for the door; |
| Unison | It's not; |
| ½ Group | the photographer wants one more. |
| Unison | And if this experience you survive, |
| | Wait, just wait till the proofs arrive. |
| | You look like a drawing by Thurber or Bab, |
| | Or a gangster stretched on a marble slab. |
| | And all you dear ones, including your wife, |
| | Say There he is, that's him to the life! |
| ½ Group | Some hate broccoli, |
| ½ Group | some hate bacon, |
| Unison | But I hate having my picture taken. |

Grade Level: 4-6

## Creative Dramatics: Storytelling

Storytelling is a valuable activity to help expose your children to the appreciation of literature. There are several techniques that are very useful in telling stories. A very good book to consult on storytelling and from which the following information is summarized is an Instructor Premium entitled: "Super Tips for Storytelling" by Lesley Mandel Morrow, published by Instructor Publications.

1. Flannel Board Stories - a technique for story telling using a board with a piece of flannel and characters cut out and made ready to cling to the flannel board.

   During the presentation, the storyteller places the proper character on the board at the appropriate time.

   Good Flannel Board Stories:

   One Bright Monday Morning - Arlene and Joseph Baum
   The Very Hungry Caterpillar - Erie Carle
   Three by Three - James Kruss
   Over in the Meadow - JOhn Langstaff

2. Prop Stories - a technique in story telling using appropriate materials to help tell the story.

   Good Books for Prop Stories:

   The Paper Flower Tree - Jacqueline Ayer
   Stone Soup - Marcie Brown
   Adventures of Raggedy Ann - Johnny Gruelle
   Jennie's Hat - Ezra Jack Keets
   The Egg Tree - Katherine Milhous

3. Puppet Stories - a technique in story telling using puppets.

   Types of Puppets: Hand Puppets
   Stick Puppets
   Finger Puppets
   Face Puppets

   Good Stories for Puppets:

   The Little Red Hen - T. Izawa & S. Hijikata
   Amelia Bedelia - Peggy Parish
   Where the Wild Things Are - M. Sendak
   Chicken Little - Barry Zaid
   William's Doll - Charlotte Zolotow

4. Chalk Talks - For a Chalk Talk, the storyteller draws the story while telling it. Select a story with a simple plot and a few characters.

   Good Stories for Chalk Talks:

   The Little House - Virginal Lee Burton
   Harold and the Purple Crayon - Crockett Johnson
   I Know an Old Lady - Alan Mills and Rose Boone
   Tale of a Black Cat - Carl Wither
   Mr. Rabbit and the Lovely Present - Charlotte Zolotow

5. Photo Stories - the use of all types of photography can be a technique for story telling. (snapshots, slides, movies, etc.)

   You can draw pictures on blank slides, filmstrips or movie film to create a great deat of excitement.

   Good Stories for Photo Stories:

   I Hate to Take a Bath - Judi Barrett
   Grandfather and I - Helen E. Buckley
   Gilberto and the Wind - Marie Hall Eds
   Everybody In! - Dick Rowan
   A Letter to Amy - Ezra Jack Keats

6. Sound Stories - stories in which the storyteller and the audience provide sound effects for a story while it is being told. Instruments and props can add to the presentation.

   Good Books for Sound Stories:

   Noisy Book - Margaret Wise Brown
   Night Noises and Other Mole and Troll Stories - Tony Johnston
   All Sizes of Noises - Karla Kuskin
   Too Much Noise - Ann McGovern

7. Music Stories - create a musical story. Select a story which contains a limited number of characters which appear throughout. Select a melody that seems appropriate for each character and play the tune each time it is mentioned. Rhythm instruments also can be used for creating music stories.

   Good Books for Music Stories:

   The Three Billy Goats Gruff - Marcia Brown
   Peter and the Wolf - Walt Disney
   Hansel and Gretel - Grimm Brothers
   The Ugly Duckling - Eve Morel
   Peter Rabbit - Beatrix Potter

8. Cut Stories - during this technique, the main character or characters are selected and cut out in front of the audience while the story is being told.

   Books for Cut Stories:

   Gingerbread Boy - William Holdsworth
   The Carrot Seed - Ruth Drauss
   Harrison Loved His Umbrella - Rhoda Levine
   The Giving Tree - Shel Silverstein
   Jean-Marie Counts Her Sheep - Francoise

9. Origami Stories - Origami is the art of paper folding and can be incorporated into storytelling. While telling a story, fold tissue paper into the main character or object and display it until the story is ended.

Good Stories to use with Origami:

Wobble The Witch Cat - Mary Calhoun
Millions of Cats - Wanda Gag
Fish Tale - Bill Hal
Swimming - Leo Lionni
Happy Owls - Celestino Piatti

# EVALUATION TECHNIQUES

## TECHNIQUES FOR EVALUATION OF ORAL LANGUAGE ACTIVITIES

As a teacher of oral language skills, you must remember to:

1. Make sure students have had ample opportunity to master conpetencies demanded of them by a new activity.
2. Clearly instruct students as to what is expected of them.
3. Provide as many opportunities for successful completion of activities as possible.
4. Take care when evaluating an activity: provide ample positive support and avoid random or personal criticisms.
5. Reward students for improvement as well as for mastery of individual skills.

The three types of evaluation used for oral language activities are:

1. Self-evaluation: the student assesses his own preparation, attitudes and performance.
2. Peer-evaluation: students learn to positively criticize each other and along the way, learn how to improve their own skills as well.
3. Teacher-evaluation: the teacher serves as a coach, concentrating on improving the skills of all students.

## S - P - E - A - K - I - N - G

* This idea is borrowed from Dell Hynes, a professor at the University of Pennsylvania and is taken from Between Us, pp. 69-73.

Using the word "SPEAKING" as an acronymn, it is possible to list the elements of interpersonal communication. This list of elements is particularly useful to evaluate creative dramatic activities and can be adapted according to grade level.

S - setting and scene

P - participants or characters

E - ends (the goals of the characters)

A - action sequence

K - key (as in musical key: vocal quality)

I - instrumentality (language or dialect used)

N - norms (limits set by social customs)

G - genres of speech (formal v. informal narrative, descriptive, instructive, argumentative, romantic, interrogative, etc.)

## SELF-EVALUATION FOR ORAL REPORTS ( 4th - 6th )

| NAME: | YES | NO |
|---|---|---|
| 1. Did you understand the assignment? | | |
| 2. Were you well prepared? | | |
| 3. Did you speak loudly enough? | | |
| 4. Did you speak slowly enough? | | |
| 5. Did you feel relaxed and comfortable? | | |
| 6. Did you feel the audience listened to you? | | |
| 7. Did you feel you did a good job? | | |

NAME: ____________________

DATE: ____________________

ACTIVITY: ____________________

SELF-EVALUATION QUESTIONNAIRE
ORAL REPORT
GRADES 7-9

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ANSWER ALL QUESTIONS COMPLETELY.

1. How effective was my voice? Was it too soft? too loud? too fast?

2. Was I able to look at the audience and "include" them in my report?

3. How do I know if the audience was interested or disinterested?

4. How did I feel speaking before the audience?

5. Am I aware of any distracting mannerisms?

6. How did I know I was well-prepared?

7. Was I able to answer questions from the audience?

8. Which organizational technique did I use?

9. How do I know my introduction and conclusion were clearly stated?

10. Was my use of detail sufficient to support my main ideas?

11. From what sources did I get my information?

12. How do I know I accomplished my task?

## STUDENT CRITIQUE FOR ORAL REPORTS (Grade 4-6)

REPORTER: ______________________ DATE: __________

TITLE OF REPORT: ______________________

CRITIC: ______________________

DIRECTIONS: Color in the bar graphs for each item: The longer the line is, the better a job done by the speaker

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Eye Contact | | | | | |
| Correct Phrasing | | | | | |
| Adequate Volume | | | | | |
| Variety of Pitch | | | | | |
| Poise | | | | | |
| Knowledge of Topic | | | | | |
| | (Needs Improvement) | | | | (excellent) |

Communicating Ideas

STUDENT CRITIQUE FOR ORAL REPORTS (Grade 4-6)

REPORTER: ______________________ DATE: __________

TITLE OF REPORT: ______________________

CRITIC: ______________________

DIRECTIONS: Color in the bar graphs for each item. The longer the line is, the better a job done by the speaker.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Eye Contact | | | | | |
| Correct Phrasing | | | | | |
| Adequate Volume | | | | | |
| Variety of Pitch | | | | | |
| Poise | | | | | |
| Knowledge of Topic | | | | | |
| | (Needs Improvement) | | | | (excellent ) |

## TEACHER CRITIQUE OF ORAL BOOK REPORTS (Grades 4-6)

(To be filled out by the teacher and later shared with the student.)

SPEAKER: ______________________________ DATE: __________

KIND OF LITERATURE: ______________________________

TITLE OF BOOK: ______________________________

### DELIVERY SKILLS

**Eye Contact:** ___ good eye contact ___ poor eye contact
___ reading directly from paper

**Volume:** ___ good volume ___ too loudly ___ too softly

**Speed:** ___ good speed ___ rushing ___ dragging

**Pitch:** ___ wide variety ___ some variety ___ monotone (no change)

**Poise:** ___ relaxed and confident ___ stiff and uncomfortable
___ annoying gestures: ______________________________

**Knowledge of Topic:** ___well prepared ___ more preparation needed

### ORGANIZATION

| Did the report include: | YES | NO | COMMENTS |
|---|---|---|---|
| 1. Type of Book | | | |
| 2. Title of Book | | | |
| 3. Author | | | |
| 4. Setting | | | |
| 5. Main Characters | | | |
| 6. Supporting Characters | | | |
| 7. Summary (Main Idea) | | | |
| 8. Opinion of Book Including Reasons | | | |
| 9. Options: | | | |
| a. Part I liked best | | | |
| b. How the Story Ended | | | |
| c. Another Title for Story | | | |
| d. What you learned from the Story | | | |
| e. Picture to go along with Story | | | |

## TEACHER/STUDENT EVALUATION FOR ORAL BOOK REPORT (Grades 7-9)

SPEAKER: ______________________________ DATE: ____________

TITLE/TYPE: ______________________________________________

CRITIC: ______________________________

| | Needs Improvement | Good | Very Good | Excellent |
|---|---|---|---|---|
| **Delivery:** | | | | |
| 1. Used eye contact & gestures | | | | |
| 2. Used appropriate volume | | | | |
| 3. Spoke at a comfortable rate | | | | |
| 4. Pronounced words correctly and clearly | | | | |
| 5. Appeared relaxed | | | | |
| 6. Was aware of audience reaction | | | | |
| **Organization:** | | | | |
| 1. Gave background for book | | | | |
| 2. Clearly stated the topic sentence | | | | |
| 3. Included title, author, setting, characters, and summary | | | | |
| 4. Used interesting detail | | | | |
| 5. Summarized main points | | | | |
| 6. Appeared well-prepared | | | | |

## SPEECH EVALUATION FORM*

SPEAKER: ______________________________ DATE: __________

EVALUATOR: ______________________________

DIRECTIONS: Circle the number you think is appropriate. In the space provided, write your own additional comments.

| | | | | | |
|---|---|---|---|---|---|
| PURPOSE | 1<br>NOT CLEAR | 2 | 3 | 4 | 5<br>CLEAR |
| TOPIC | 1<br>UNINTERESTING | 2 | 3 | 4 | 5<br>INTERESTING |
| INTRODUCTION | 1<br>DULL | 2 | 3 | 4 | 5<br>ATTENTION-GETTING |
| SUPPORTIVE MATERIALS | 1<br>INAPPROPRIATE | 2 | 3 | 4 | 5<br>APPROPRIATE |
| ORGANIZATION | 1<br>ILLOGICAL | 2 | 3 | 4 | 5<br>LOGICAL |
| WORDS USED | 1<br>INAPPROPRIATE | 2 | 3 | 4 | 5<br>APPROPRIATE |
| DELIVERY | 1<br>DULL | 2 | 3 | 4 | 5<br>DYNAMIC |
| GENERAL EFFECTIVENESS | 1<br>NOT INFORMATIVE | 2 | 3 | 4 | 5<br>INFORMATIVE |

* Taken from Participating: Public Speaking, Debate and Discussion By Ray Ewing.

## SPEAKER EVALUATION FORM*

SPEAKER: ______________________________ DATE: __________

EVALUATOR: ______________________________

DIRECTIONS: Check the comments you think are appropriate. In the space provided, write your comments.

**GENERAL APPEARANCE**

| Very Good | Good | Needs Improvement |
|---|---|---|
| | | |
| Comments: | | |

**USE OF VOICE**

| | | | |
|---|---|---|---|
| Quality | | | |
| Pitch | | | |
| Volume | | | |
| Rate | | | |
| | Comments: | | |

**BODY LANGUAGE**

| | | | |
|---|---|---|---|
| Movements | | | |
| Gestures | | | |
| Facial Expressions | | | |
| | Comments: | | |

**EYE CONTACT**

| | | |
|---|---|---|
| | | |
| Comments: | | |

*Taken from Participating: Public Speaking, Debate and Discussion by Ray Ewing

## TEACHER CRITIQUE FOR ORAL REPORTS (Grades 4-6)

(To be filled out by the teacher and later shared with the Student)

SPEAKER: ______________________________ DATE: __________

KIND OF REPORT: ______________________________

TITLE OF REPORT: ______________________________

### DELIVERY SKILLS

**Eye Contact:** ___ good eye contact ___ poor eye contact ___ reads directly from paper

**Volume:** ___ good volume ___ too loudly ___ too softly

**Speed:** ___ good speed ___ rushing ___ dragging

**Pitch:** ___ wide variety ___ some variety ___ monotone (no change)

**Poise:** ___ relaxed & confident ___ stiff & uncomfortable
___ annoying gestures: ______________________________

**Knowledge of Topic:** ___ well prepared ___ more preparation needed

### ORGANIZATION

| Did the Report Include: | YES | NO | COMMENTS |
|---|---|---|---|
| 1. Clearly stated topic sentence | | | |
| 2. Background Information | | | |
| 3. Accurate Facts | | | |
| 4. Opinions | | | |
| 5. Time/Space Order | | | |
| 6. Use of Detail | | | |
| 7. Content Vocabulary | | | |
| 8. Summary | | | |
| 9. Clear understanding of assignment | | | |
| 10. Creativity of Material | | | |
| 11. Options: | | | |
| a. classification | | | |
| b. comparison and contrast | | | |
| c. cause and effect | | | |
| d. inferences | | | |

# TEACHER CRITIQUE FOR ORAL REPORTING (Grades 7-9)

SPEAKER: ______________________________ DATE: __________
TOPIC: ______________________________

## DELIVERY

**Audience Control:** ___ adjusts to audience ___ watches for reaction
___ ignores audience

**Eye Contact:** ___ frequent and regular ___ infrequent ___scanning ___ not scannin

**Volume:** ___ adequate projection ___ inadequate projection

**Speed:** ___ suited to topic ___ varied & correct phrasing ___ rushing
___ dragging

**Pitch:** ___ wide variety ___ some variety ___ monotone

**Poise:** ___ relaxed and confident ___ stiff and uncomfortable

**Physical Expression:** ___ using facial expressions ___ using gestures
___ distracting nervous mannerisms ___ no physical expression

**Knowledge of Topic:** ___ well prepared ___ somewhat prepared ___ not prepared
___ proper use of visual aids ___ improper use of visual aids

## ORGANIZATION

**Topic Sentence:** ___ clearly stated ___ stated, but somewhat unclearly
___ not stated

**Background:** ___ excellent ___ sufficient ___ insufficient ___ absent

**Organizational Techniques:** ___ time order ___ space order ___ classification
___ order of importance ___ comparison and contrast
___ cause and effect ___ no logical pattern evident

**Expository Techniques:** ___ specific examples ___ statistics ___ textimonials
___ definitions ___ analogies ___ visual aids

**Conclusion:** ___ clear summary ___ partial summary ___ no summary

**Perception of Task:** ___clear understanding of assignment
___ some problems with fulfilling assignment
___ presentation did not fulfill assignment

## SELF-EVALUATION FOR CREATIVE DRAMATICS ( 4th - 6th )

| NAME: | ☺ YES | ☹ NO |
|---|---|---|
| 1. Did you speak loudly enough? | | |
| 2. Did you speak slowly enough? | | |
| 3. Did you feel the audience listened to you? | | |
| 4. Did you feel like the character? | | |
| 5. Did you show emotion (anger, joy, sadness)? | | |
| 6. Were you aware of the other players? | | |
| 7. Did you use gestures and body movement? | | |
| 8. Did you feel relaxed and comfortable? | | |
| 9. Did you feel you did a good job? | | |

NAME: ____________________

DATE: ____________________

ACTIVITY: ____________________

SELF-EVALUATION QUESTIONNAIRE
CREATIVE DRAMATICS
GRADES 7-9

---

1. How did you prepare for your performance?

2. How did you feel during the performance?

3. How did the audience react?

4. How did you adjust your performance to audience reaction?

5. Did you execute stage movements correctly and naturally?

6. How spontaneous was your dialogue delivery?

7. Did you forget any lines?

8. How did you change the volume or quality of your voice to fit the character and situation?

9. How clearly did you articulate?

10. How would you rate your overall performance?

## STUDENT CRITIQUE FOR CREATIVE DRAMATICS (Grades 4-6)

SPEAKER: ______________________________ DATE: ________________

TITLE: ______________________________________________________

CRITIC: _____________________________________________________

DIRECTIONS: Color in the bar graphs for each item. The longer the line is, the better a job done by the speaker.

| | |
|---|---|
| Adequate Volume | |
| Variety of Pitch | |
| Poise | |
| Facial Expressions | |
| Gestures & Body Movements | |
| Knowledge of Topic | |
| Awareness of Audience | |

**CRITIQUE FOR CREATIVE DRAMATICS: Grade 4-6**

(To be filled out by the teacher and later shared with the child.)

| | NEVER 1 | LITTLE 2 | USUALLY 3 | OFTEN 4 | ALWAYS 5 |
|---|---|---|---|---|---|
| 1. Adjusts Volume of Voice | | | | | |
| 2. Uses Proper Phrasing and Pitch | | | | | |
| 3. Is aware of Structure of Story | | | | | |
| 4. Identifies with Character | | | | | |
| 5. Communicates Emotions | | | | | |
| 6. Creates Appropriate Dialogue | | | | | |
| 7. Maintains Freshness when Performing | | | | | |
| 8. Is Aware of Other Participants | | | | | |
| 9. Uses Facial Expressions | | | | | |
| 10. Uses Gestures and Body Movements | | | | | |
| 11. Appears Relaxed and Comfortable | | | | | |
| 12. Watches and Responds to Audience | | | | | |
| | 1 NEVER | 2 LITTLE | 3 USUALLY | 4 OFTEN | 5 ALWAYS |

# STUDENT/TEACHER CRITIQUE FOR IMPROVISATION (Grades 7-9)

ACTOR: ______________________________ DATE: __________
ROLE/SITUATION: ______________________________
CRITIC: ______________________________

## VOICE

Volume: ___ appropriate* ___ inappropriate ___ audible ___ inaudible
Pitch: ___ appropriate ___ inappropriate
Speed: ___ appropriate ___ inappropriate ___ rushing ___ dragging
Vocal Quality: ___ consistently used a distinctive voice for character
___ inconsistent use
___ varied quality for meaning
___ no variety in quality
Articulation and Pronunciation: ___ appropriate ___ inappropriate ___ correct
___ incorrect

## BODY CONTROL

Gesture: ___ used appropriately to reinforce meaning ___ inappropriately used
Mannerism: ___ consistently used to define character ___ inconsistently used
___ appropriate choice of mannerisms ___ inappropriate choice
Facial Expression: ___ consistently used to communicate meaning
___ inconsistently used ___ appropriate ___ inappropriate
Poise: ___ relaxed and confident ___ stiff and uncomfortable
Posture: ___ appropriate ___ inappropriate ___ consistent ___ inconsistent
Eye Contact: ___ appropriate ___ inappropriate

## OVERALL CHARACTERIZATION

Focus: ___ maintained throughout ___ usually maintained ___ not maintained
Dialogue: ___ responded naturally to other characters
___ responded awkwardly to other characters
___ responded in a way which promoted continuity
___ responded in a way which limited further response
Believability: ___ believable ___ possible ___ unbelievable

(*appropriate is defined here as "suitable, considering character, dialogue and situation.")

## STUDENT/TEACHER CRITUQUE FOR ORAL INTERPRETATION (Grades 7-9)

READER: ____________________ DATE: __________

TITLE OF READING: ____________________

AUTHOR: ____________________

**Eye Contact:** ___ very frequent ___ somewhat frequent ___ not frequent
___ very regular ___ somewhat regular ___ sporadic
___ scanning constantly ___ sometimes ___ not scanning at all

**Speed:** ___ matched to selection ___ rushing ___ dragging

**Phrasing:** ___ varied to add emphasis ___ following punctuation ___ sing-songy
___ done according to breathing not punctuation

**Volume:** ___ varied to add emphasis ___ adequate ___ inadequate

**Pitch:** ___ using wide variety ___ using some variety ___ no variety

**Articulation & Punctuation:** ___ correct and clear ___ mumbling ___ dropping endings
___ mispronounced words: ____________________

**Poise:** ___ relaxed and confident ___ stiff and uncomfortable

**Physical Expression:** ___ using facial expressions ___ using gestures
___ distracting nervous gestures ___ no physical expression

**Knowledge of Selection:** ___ very familiar with selection ___ somewhat familiar
___ barely familiar ___ no practice evident

**Characterization:** ___ clear definition of character ___ some work evident
___ no development shown

**Audience Control:** ___ reacting to clues from audience ___ no interaction

# CRITIQUE FOR REHEARSED PERFORMANCE (7-9)

ACTOR: ______________________________ DATE: __________

ROLE/SITUATION: ______________________________

CRITIC: ______________________________

## VOICE

**Volume:** ___ appropriate for character, dialogue, and situation
___ inappropriate ___ audible ___ inaudible

**Pitch:** ___ appropriate to character, dialogue, and situation
___ inappropriate

**Speed:** ___ appropriate to character, dialogue, and situation
___ inappropriate ___ rushed ___ slow

**Vocal Quality:** ___ consistently used a distinctive voice for the character
___ inconsistent use ___ consistently varied vocal quality
___ inconsistent in variations

**Articulation:** ___ appropriate to character ___ inappropriate
___ correct ___ incorrect

## BODY CONTROL

**Gesture:** ___ used to appropriately reinforce meaning
___ inappropriately used

**Mannerism:** ___ consistently used to define character
___ inconsistently used ___ appropriate ___ inappropriate

**Facial Expression:** ___ consistently used to communicate meaning
___ inconsistently used ___ appropriate ___ inappropriate

**Poise:** ___ relaxed and confident ___ stiff and uncomfortable

**Posture:** ___ appropriate to characterization ___ inappropriate
___ consistently maintained ___ inconsistent

**Eye Contact:** ___ appropriate ___ inappropriate

**Crosses:** ___ executed naturally ___ executed awkwardly

## OVERALL CHARACTERIZATION

**Spontaneity:** ___ lines were delivered spontaneously
___ lines delivered without adequate interpretation
___ lines forgotten

**Cues:** ___ responded to cues readily ___ did not respond to clues readily

**Believability:** ___ the character was believably portrayed
___ the character was unbelievable

DELIVERY SKILLS

## STAR PATTERN CRITIQUE

This form measures frequency and distribution of participation in small group discussion. It can be used as a vivid analysis of members' participation and as a technique for improving listening skills on the part of the observer.

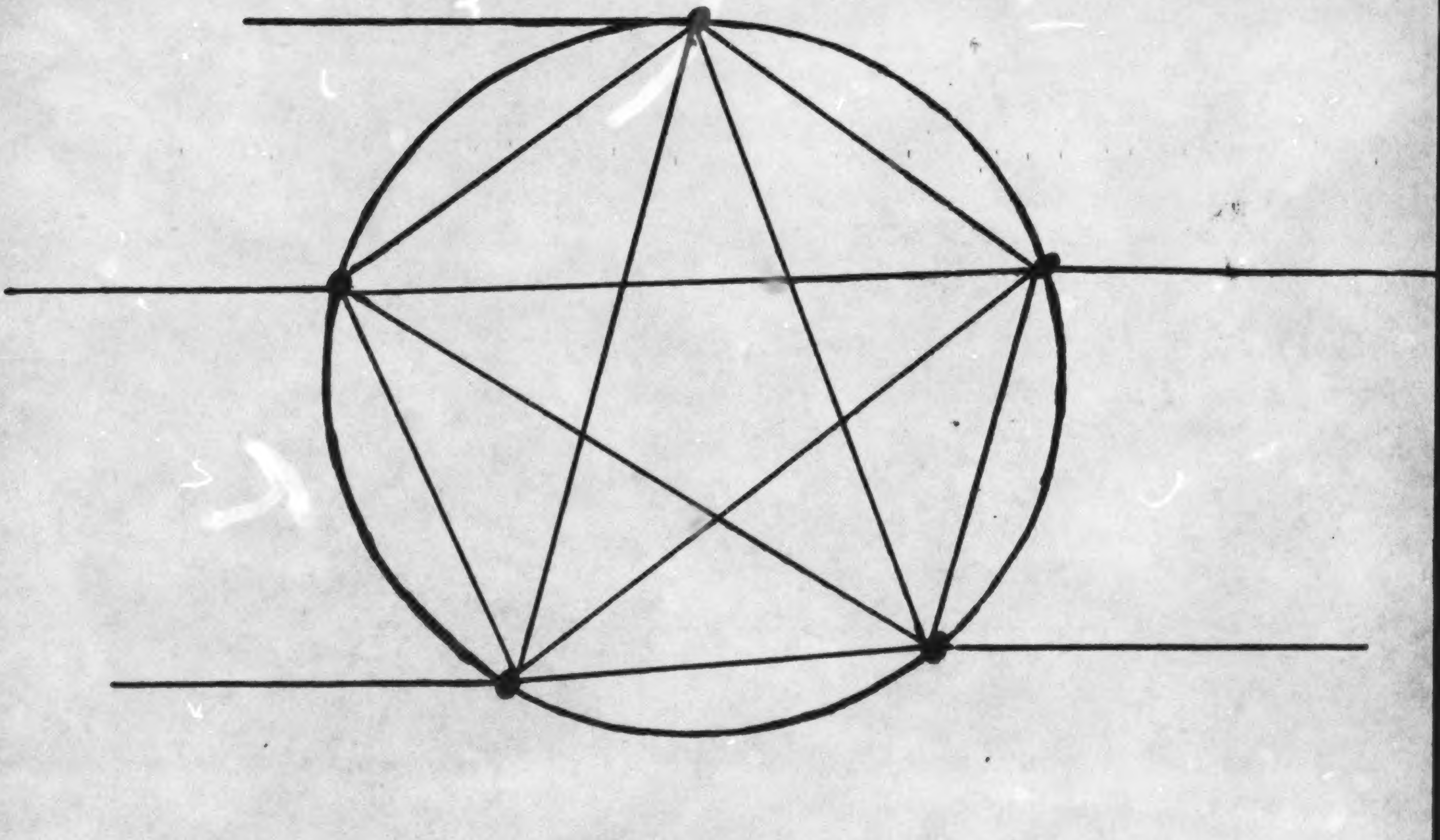
Whenever the class is involved in small group discussion, designate one group member to function as observer. That student records participation patterns by making a hash mark below the speaker's name when a comment is addressed to the group and a hash mark on the appropriate line whenever a comment is directed at an individual (see samples).

Participation and non-participation become very noticeable when students examine this record sheet.

STAR PATTERN CRITIQUE

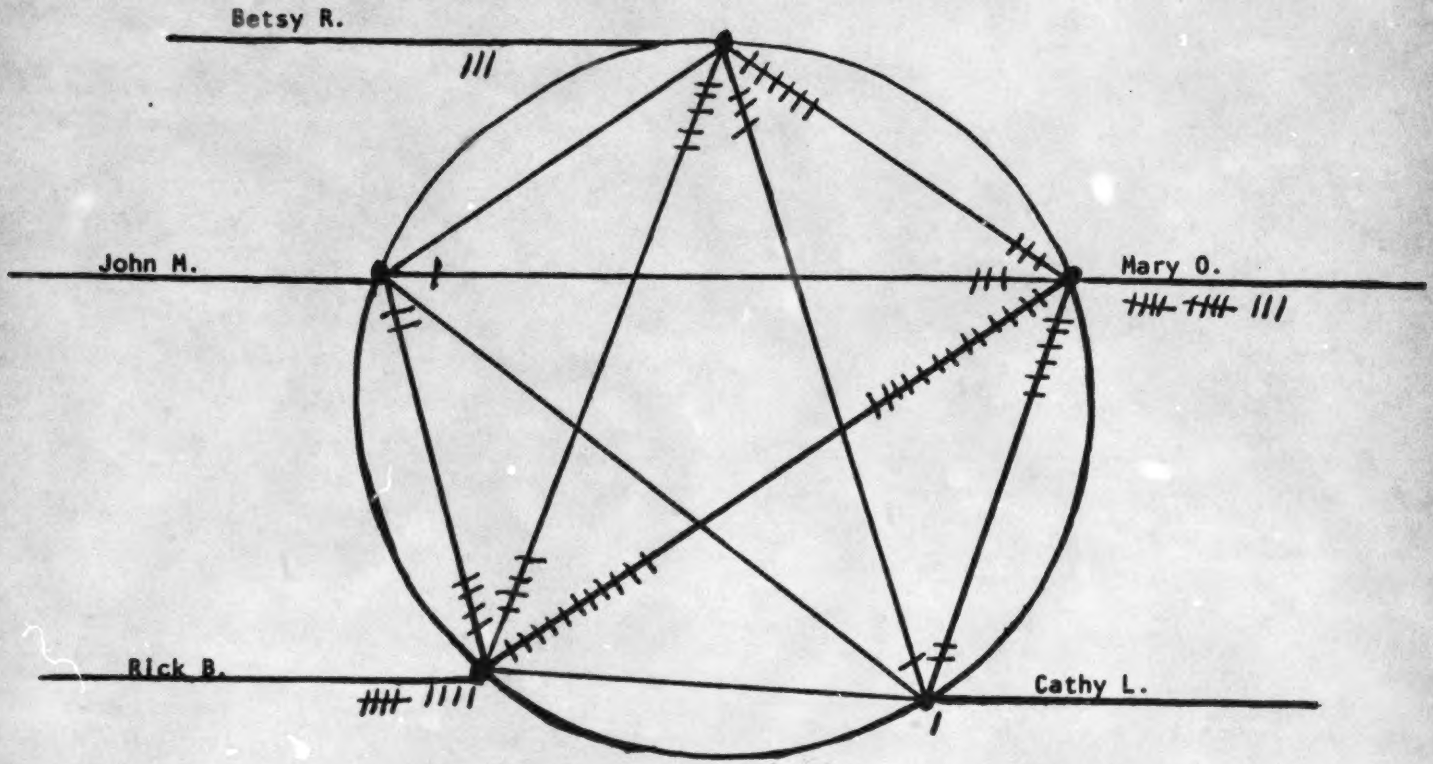
GROUP: ____________________

OBSERVER: ____________________

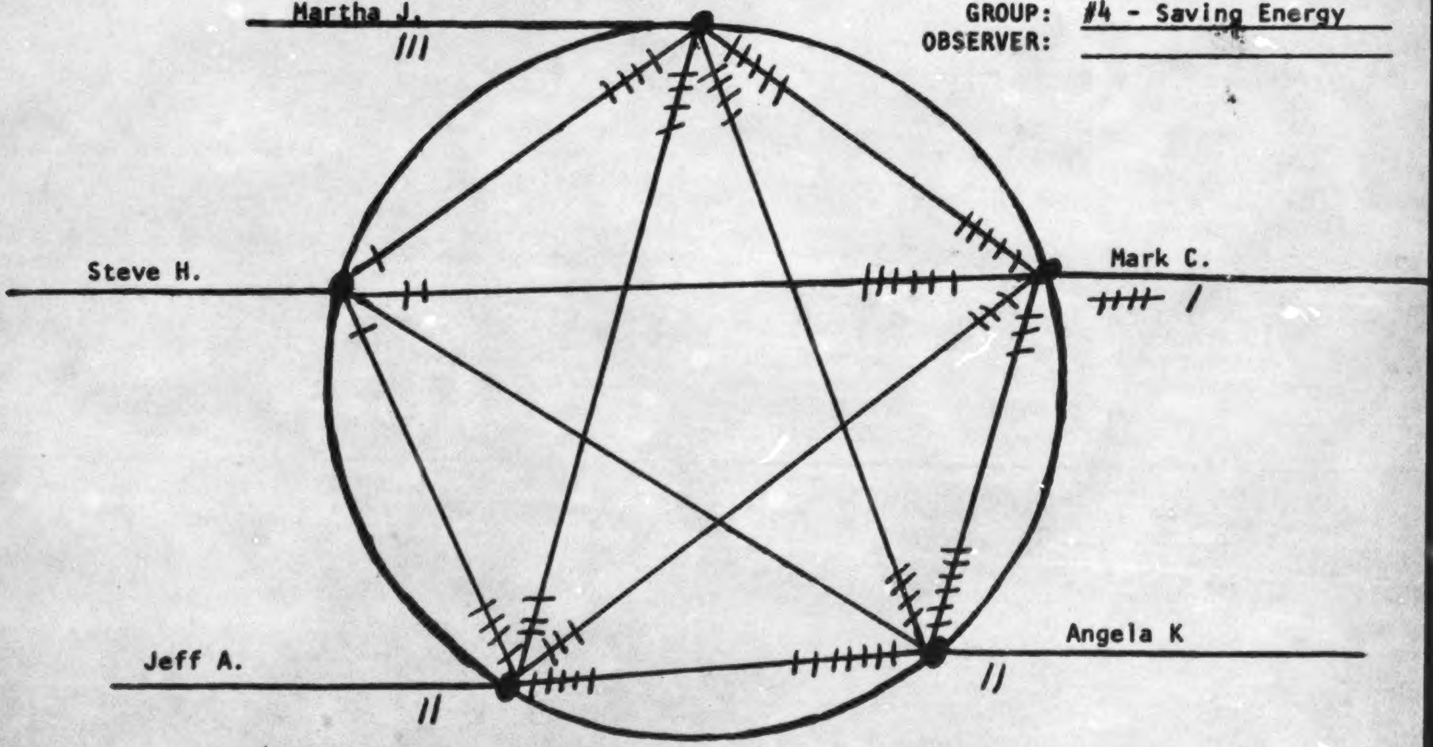


## STAR PATTERN CRITIQUE

GROUP: #2 - Pollution
OBSERVER:

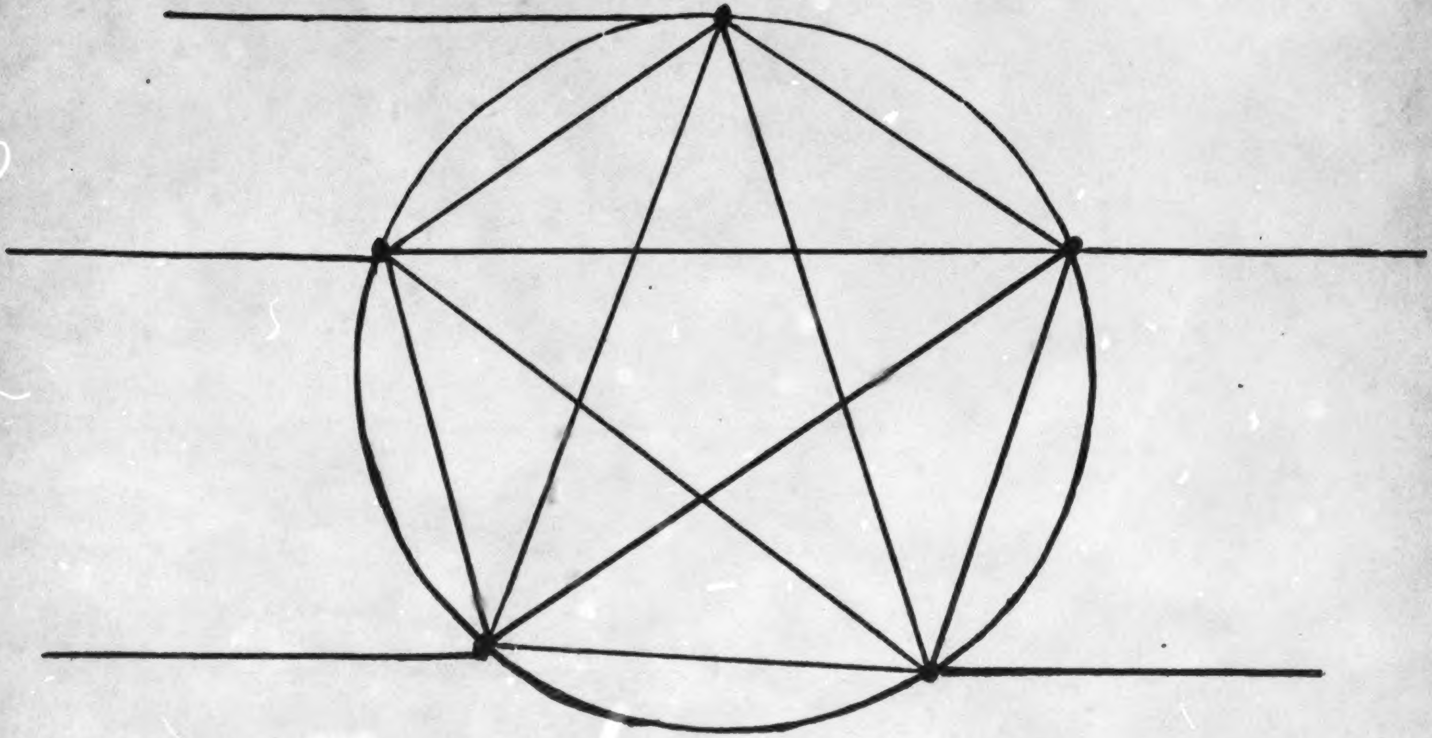


GROUP: #4 - Saving Energy
OBSERVER:

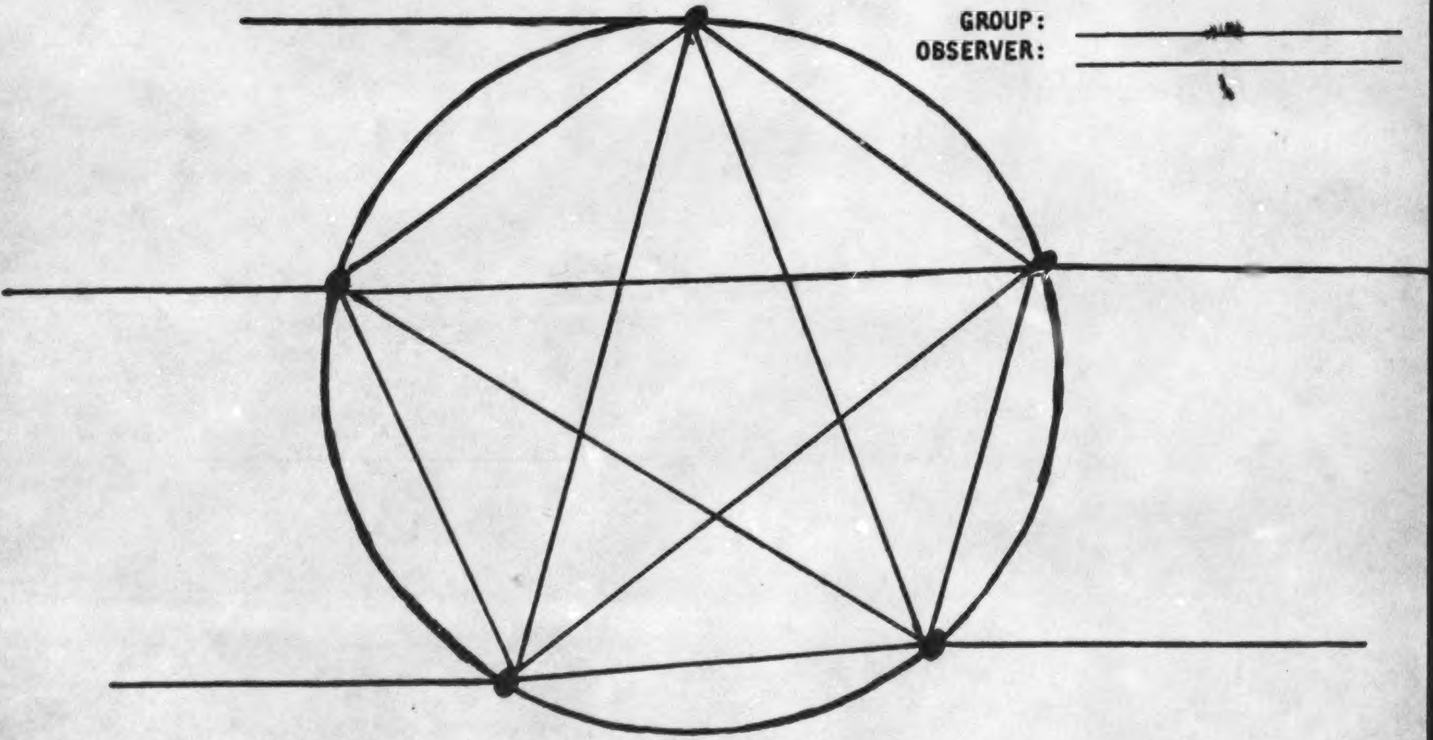


**STAR PATTERN CRITIQUE**

GROUP: ____________________
OBSERVER: ____________________



GROUP: ____________________
OBSERVER: ____________________



## TEACHER RECORD SHEET FOR STUDENT IMPROVEMENT IN ORAL REPORTING (Grades 4-6)

**NAME OF PUPIL:** ____________________ **TEACHER:** ____________________

1. Never/Unacceptable
2. Seldom/Below Average
3. Usually/Good
4. Always/Excellent

| | Uses Eye Contact | Varies Pitch | Varies Speed | Adequate Volume | Correct Articulation & Pronunciation | Uses Physical Expression | Correct Speaking Style | Good Vocabulary | Uses New Vocabulary | Understands Assignment | Knowledge of Topic | | | | | | | GRAD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |

TEACHER RECORD SHEET FOR STUDENT IMPROVEMENT IN ORAL REPORTING (Grades 7-9)

NAME OF PUPIL: ______________________________ TEACHER: ____________________

1. Never/Unacceptable
2. Seldom/Below Average
3. Sometimes/Average
4. Usually/Good
5. Always/Excellent

| | Maintains Eye Contact | Varies Pitch | Varies Speed | Adequate Volume | Correct Art./Punctuation | Uses Physical Expression | Maintains Poise | Correct Speaking Style | Organization | Topic Sentence | Use of Detail | Conclusion | Vocabulary | Understands Assignment | Preparedness | | | GRAD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |

## TEACHER RECORD SHEET FOR STUDENT IMPROVEMENT IN CREATIVE DRAMATICS (Grades 4-6)

NAME OF PUPIL: ______________________ TEACHER: ____________________

1. Never/Unacceptable
2. Seldom/Below Average
3. Usually/Good
4. Always/Excellent

| | Adjusts Volume | Uses Proper Phrasing | Varies Pitch | Aware of Structure | Identifies w/Character | Communicates Emotions | Creates Appropriate Dialogue | Maintains Freshness | Is Aware of Others | Uses Facial Expressions | Uses Gestures & Movement | Appears Relaxed & Confident | Watched Audience | Responds to Audience | | | | GRADE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | | |

## TEACHER RECORD SHEET FOR STUDENT IMPROVEMENT IN CREATIVE DRAMATICS (Grades 7-9)

NAME OF PUPIL: ______________________ TEACHER: ____________________

1. Never/Unacceptable
2. Seldom/Below average
3. Sometimes/Average
4. Usually/Good
5. Always/Excellent

| | Adjusts Volume | Varies Speed | Varies Pitch | Clear Articulation | Appropriate Eye Contact | Use of Facial Expression | Appropriate Gestures | Relaxed Posture | Maintains Poise | Consistent Focus | Believability | Adjusts to Others | Spontaneity | Picks up Cues | Natural Stage Movements | Adherence to Structure | GRAD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Activity:<br>Date: | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | |
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| Activity:<br>Date: | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | |
| Activity:<br>Date: | | | | | | | | | | | | | | | | | |
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# ANNOTATED BIBLIOGRAPHY
# AND
# APPENDIXES

## ANNOTATED BIBLIOGRAPHY

Allen, R. R., Sharol Parish and C. David Mortensen. Communication: Interacting Through Speech. Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.

Building oral language skills through a series of activities based on intrapersonal, interpersonal, and public communications.

Baker, Augusta, and Ellin Green. Storytelling Art and Technique. New York: R. R. Bowken Company, 1977.

This is an excellent, updated, practical manual which stresses storytelling as an oral art. Included are sections on how to make your selection, preparation skills, telling stories to children with special needs, and helpful source lists.

Beyer, Bud and Charlotte Lee. Speaking of...Theater. Glenview, Illinois: Scott Foresman & Company, 1975.

An easy to use paperback text dealing with the theatre, acting, and the production of plays.

Bryant, Donald C. and Karl Wallace. Oral Communication: A Short Course in Speaking. Englewood Cliffs, New Jersey: Prentice - Hall, Inc. 1976.

This is intended primarily as a textbook for use by upper level students. It concentrates on the style and delivery of informative speech but does, however, provide some foundation for the study and practice of persuasive speech.

Cayer, Robert L., Jerome Green and Elmer E. Baker, Jr. Nonverbal Communication. New York: The Macmillan Co., 1971.

Contains basic principles which are illustrated through visuals and games.

Dufour, Richard and Jack Strauss, (eds.). Tandem Action/Interaction. Skokie, Illinois: National Textbook Co., 1978.

Contains an excellent section on persuasion and argument. Contains chapter on symbolism in addition to at least three major speeches for student analysis.

Elkind, Samuel. Improvisation Handbook. Glenview, Illinois: Scott Foresman, 1975.

A book of 112 packed pages, including twenty-two pages of theater games for high school students. It contains several well-chosen scenes for dramatization, but its best feature is the collection of suggestions for improvisations based on the scenes not only in the book, but in SF's as well.

Elkind, Samuel (Ed.). 28 Scenes for Acting Practice. (also, 30 Scenes...and 32 Scenes...) Glenview, Illinois: Scott, Foresman, 1971.

As the editor notes, the scenes chosen "focus on critical moments when important ideas, actions and/or character revelations take place." These books work well for both reader's theatre and oral interpretation.

Elwood, Anne and John Raht. *Points of View*. New York: Globe Book Company, 1975.

A collection of high interest contemporary stories which focus on problems in communication. The stories are excellent discussion starters and work well for oral readings or as starters for role-playing exercises and dramatizations. (Grades 7-12)

Espy, Willard R. *The Game of Words*. New York: Bramhall House, 1972.

A fantastic collection of anagrams puns, slang, malapropisms, cliches, word games, palindromes tom swiftes riddles, etc.

Ewing, Ray G. *Participating: Public Speaking, Debate and Discussion*. Boston, Mass.: Houghton Mifflin Co., 1975.

Step-by-step procedure for speeches and debates is very suitable for an elective, but it is also an effective handbook for the classroom teacher.

Forte, Imogene and Joy MacKenzie. *Kids' Stuff - Reading and Language Experiences*. Nashville: Incentive Publications, 1969.

An activity book dealing with Reading and Language Arts: Speaking and Listening, Reading, Spelling and Writing.

Galvin, Kathleen M. and Carrandra L. Book. *Person-to-Person: An Introduction to Speech Communication*. Skokie, Illinois: National Textbook Co., 1973.

The text deals with a basic understanding of the communication process. Illustrated with comic strips and posters, varied in assignments and activities, the text is enjoyed by students.

Galvin, Kathleen M. and Cassandra Book. *Speech Communication*. Skokie, Illinois: National Textbook Co., 1973.

This is an invaluable source of information for teachers of oral language. Easily readable and understandable, it provides objectives as well as numerous activities. In addition it includes lists of resources - print, film, recordings.

Haider, Norman L. and Barbara Pannwitt. *Effective English*. Morristown, New Jersey: Silver Burdett Co., 1979.

Section on speaking is quite complete as it covers preparation, delivery and evaluation.

Hance, Kenneth G., (Ed.) *Oral Communication K-9*. Skokie, Illinois: National Textbook Co., 1973.

A curriculum guide designed for teachers who lack speech training, this offers a selection of information arranged in units. It is written to help teachers select what they need for a specific situation.

Haxling, John. *Group Discussion and Decision Making*. New York: Thomas Y. Crowell, Inc., 1975.

This book includes techniques for organizing discussion, problem solving groups and chapters on overcoming the communication barriers and conflicts which arise in the groups.

Holliday, Albert E. Speak for Your Life and Leisure. Glassboro, New Jersey: Educational Impact, Inc., 1973.

Standard textbook which includes a variety of subjects. Section on electronic media is very explicit.

Kimball, Richard S. Between Us. Portland, Maine: J. Weston Walch, 1977.

Intended for student use, this includes activities requiring students to write as well as use oral communication. It considers various aspects of a student's development and is therefore applicable to several subject areas.

Kinghorn, Harriet. Classroom and Workshop Tested Games, Puzzles, and Activities for the Elementary School. New York: Parker Publishing Company, Inc. 1975.

A handbook that stresses learning through ready-to-use activities. Designed for all content areas.

Kozelka, Paul. Fifteen American One-Act Plays. New York: Pocket Books, 1961.

The plays include minimal stage directions, and may either be read silently or used for class dramatization. Includes: "Sorry, Wrong Number," and "The Lottery."

Lee, Charlotte, Speaking of...Interpretation. Glenview, Illinois: Scott Foresman and Co., 1975.

Excellent student text or teacher source book. It includes chapters on techniques, types of oral readings, preparation and evaluation.

Leubitz, Lois, (edited by Kathleen M. Galvin). Nonverbal Communication. Skokie, Illinois: National Textbook Co., 1973.

A visual resource which presents basic principles through sets of visuals and games. A learning package which can be self-teaching.

Levin, Beatrice J. et al. Speaking, Pupil Competencies. Philadelphia, Pennsylvania: Philadelphia School District, 1973.(ERIC Document available through BOCES.)

A comprehensive list of speaking competency goals for kindergarten through (and beyond) twelfth grade.

Morrow, Lesley Mandel. Super Tips for Story-Telling. New York: The Instructor Publications, Inc. 1979.

An Instructor Premium dealing with the storytelling techniques of flannel board stories, prop stories, puppet stories, chalk talks, photo stories, sound stories, music stories, cut stories and origami stories.

Pannwitt, Barbara and Norma Haider. Contemporary English. Morristown, New Jersey: Silver Bur-ett, Co., 1976.

Chapter on argument is well organized and contains a specific procedure to follow in addition to effective exercises.

Potter, Robert R. *Making Sense*. New York: Globe Book Company, 1978.

This text introduces the student to semantics, defined as the study of the relationships that exist among human beings, the word symbols they use, and the world they live in. It includes chapters on labeling, mental traps, self-image adjustment, and critical thinking.

Rector, Douglas and Margaret Rector. *The Story Plays: Self Directing Materials for Oral Reading*. New York: Harcourt, Brace, Javanovick, 1971.

There are forty plays, each with four parts (four copies each of twenty girls' plays and twenty boys' plays). The four parts; the storyteller ( an able reader), and three characters whose names are alphabetically coded to reveal reading level to the teacher. The program can be used from grade three through grade six.

Smith, James A. *Creative Teaching of Reading and Literature in the Elementary School*. Boston: Allyn and Bacon, Inc., 1967.

A book that deals with developing and applying skills and techniques for reading and literature in the elementary school.

Tanner, Fran Averett. *Creative Communication*. Pocotello, Idaho: Clark Publishing Co., 1973.

This soft-bound, 350 page manual, created for use in the junior high, has proven applicability to lower and higher grades as well. It's full of warm-up activities, projects, relevant vocabulary, spaces for student writing, and criteria and forms for teachers' evaluation. An excellent book.

Velder, Milton, Edura Cohen and Elaine Fisher Mazzarelli. *Open-Ended Plays*. New York: Globe Book Compnay, Inc., 1976.

With a reading level of grades 5-7 but an interest level of grades 7-12, this book provides students the opportunity to create their own endings for short plays dealing with such topics as peer pressure, student-teacher problems, cheating and family friction.

Weber, Louise and M. C. Weber. *Kids 'N Katalogs*. Nashville: Incentive Publications, 1976.

An activity book designed to be used to reinforce skills through the use of catalogs and magazines.

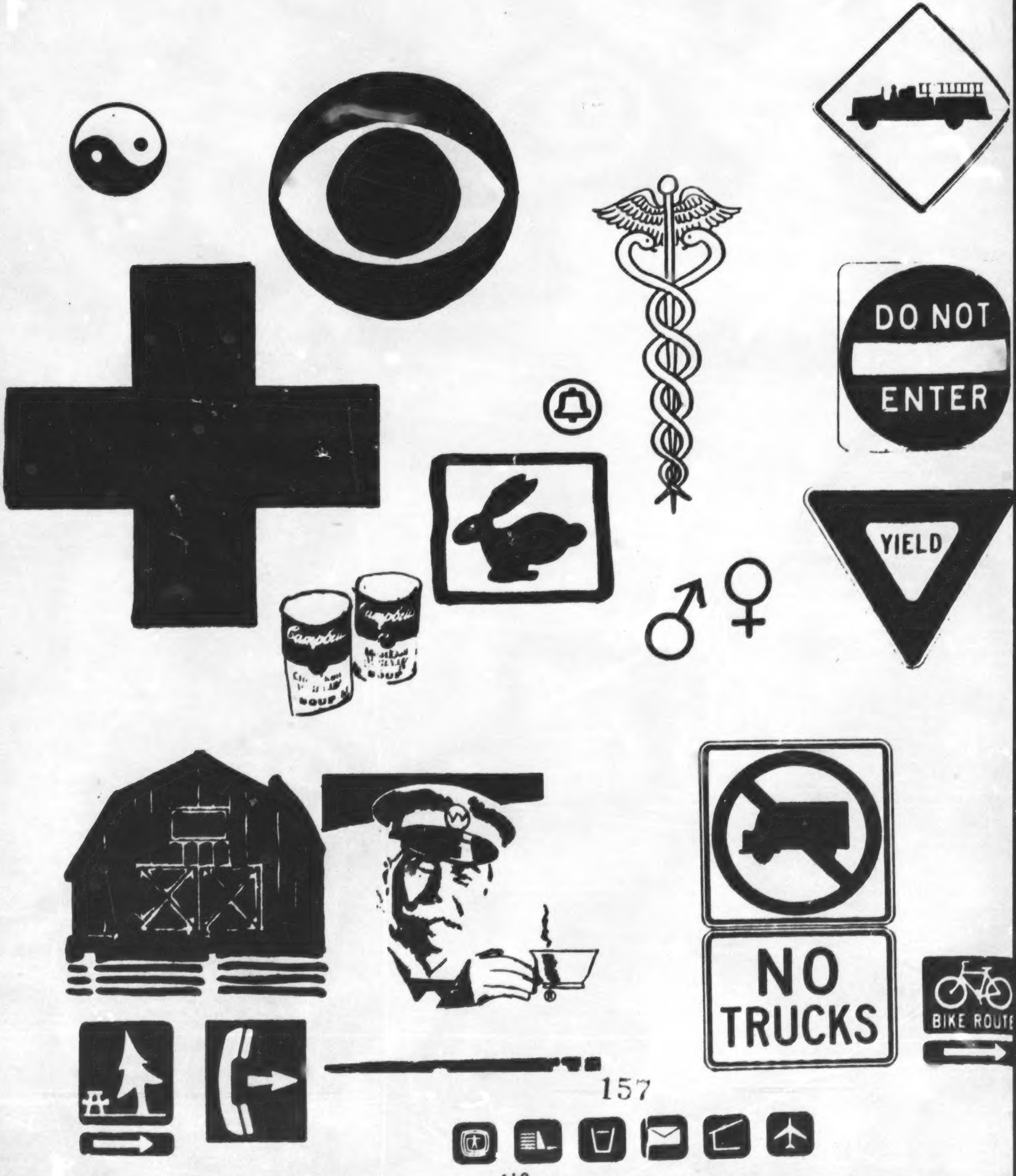
## THE ACTOR AND THE INTERPRETER OF DRAMA* — APPENDIX A

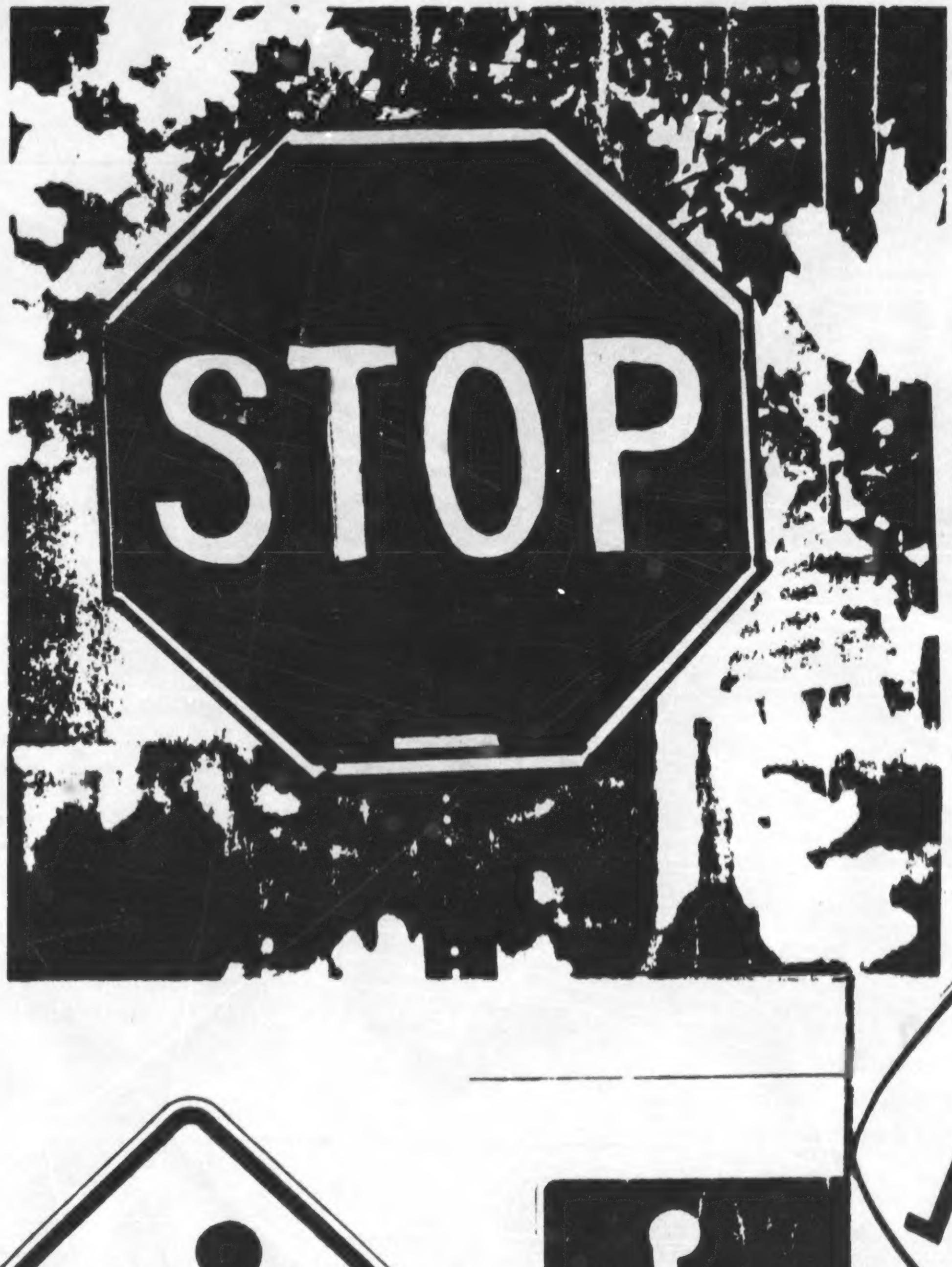
### Early Preparation:

- Study of the author's play
- Analysis of complete play
    - organization of plot
    - key scenes
    - key speeches
    - climaxes
    - relationship of parts to whole
- Analysis of characters
    - relationship to plot
    - relationship to setting
    - relationship to each other
- Analysis of individual character or characters
    - interior characteristics
    - change or development of interior aspects
    - exterior characteristics
    - practice physical actions
- Reexamination of above in relation to whole play
- Full response to character in situation

| | THE ACTOR<br>*Explicitness* | THE INTERPRETER<br>*Suggestions* |
|---|---|---|
| Final Preparation For Performance | Memorizes lines completely<br>Plays within physical setting<br>Perfects make-up and costumes<br>Perfects entrances and exits and all stage business | May or may not memorize<br>Works out narration in appropriate style to establish setting in audience's minds<br>Uses muscle memory to suggest degree of tension or relaxation in the physical actions<br>Takes script to platform |
| Performance | Does not carry his script<br>Takes his place in visible scene set up around him<br>Is explicit in outer characteristics<br>Has full inner response<br>Asks audience to believe he *is* the character and that events are happening before their eyes<br>Demonstrates the experience *before* the audience's eyes | Sets scene in minds of audience by narration<br>Plays scene out front<br>Suggests outer characteristics<br>Has full inner response<br>Asks audience to believe there is such a character and events do take place in the imagined setting<br>Shares the experience *with* the audience |

*taken from *Speaking of Interpretation*, by Charlotte Lee, P. 79.


DO NOT
ENTER
YIELD
NO
TRUCKS
BIKE ROUTE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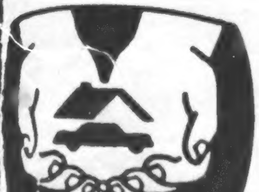
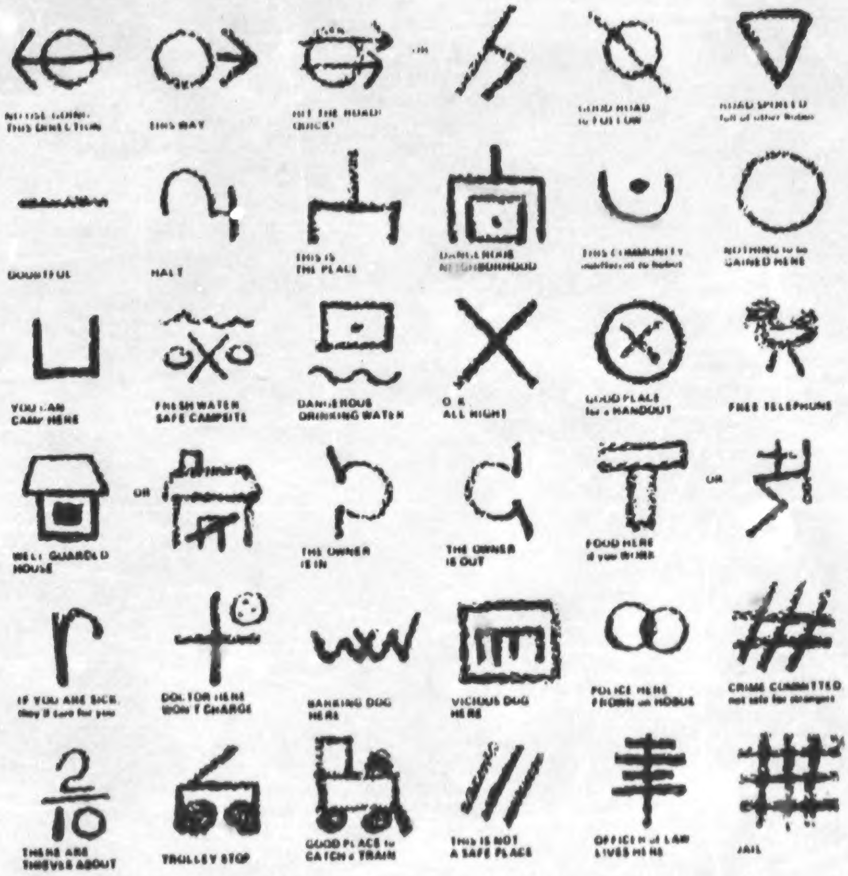


## Hobo Signs


NO USE GOING THIS DIRECTION
THIS WAY
HIT THE ROAD QUICK!
OR
GOOD ROAD to FOLLOW
ROAD SPOILED full of other hobos
DOUBTFUL
HALT
THIS IS THE PLACE
DANGEROUS NEIGHBORHOOD
THIS COMMUNITY indifferent to hobos
NOTHING to be GAINED HERE
YOU CAN CAMP HERE
FRESH WATER SAFE CAMPSITE
DANGEROUS DRINKING WATER
O K ALL RIGHT
GOOD PLACE for a HANDOUT
FREE TELEPHONE
WELL GUARDED HOUSE
OR
THE OWNER IS IN
THE OWNER IS OUT
FOOD HERE if you WORK
OR
IF YOU ARE SICK they'll care for you
DOCTOR HERE WON'T CHARGE
BARKING DOG HERE
VICIOUS DOG HERE
POLICE HERE FROWN on HOBOS
CRIME COMMITTED not safe for strangers
THERE ARE THIEVES ABOUT
TROLLEY STOP
GOOD PLACE to CATCH a TRAIN
THIS IS NOT A SAFE PLACE
OFFICER of LAW LIVES HERE
JAIL

Cross

Latin

Tau

Lorraine

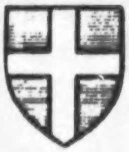
Lion Rampant

Unicorn, Passant

Fox's Head Erased

Denmark

Greece



Mountbatten

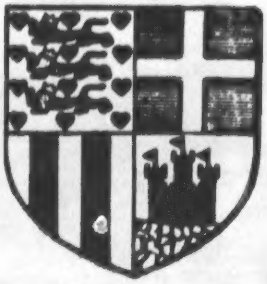
Edinburgh

Paschal lamb

Eagle, Displayed

Martlets

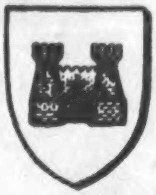
Duke of Edinburgh



Phoenix

Owl

Castle



Sun in Splendour

Tudor Rose

Fleur-de-lis

■ Design a coat of arms for yourself and your family. The most important step in developing a coat of arms is to decide on the character of the shield–its shape, divisions, charges and their placement, and the colors that will show them off to best advantage. Either use traditional charges that have meaning for you or develop your own meaningful symbols.